Annual Status of Education Report (Rural) 2020
Wave 1

Provisional
October 28, 2020

ASER 2020 Wave 1 - Rural

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Partners and volunteers

Our heartfelt thanks to all our partner organisations and volunteers for conducting the ASER 2020 survey in their districts.

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About Annual Status of Education Report (ASER) 2020 Wave 1

About ASER

Every year from 2005 to 2014, the Annual Status of Education Report (ASER) report has provided district, state, and national estimates of the status of children's schooling and foundational learning across rural India. Children in the age group 3 to 16 were surveyed to find out their enrollment status in pre-school or school. Children in the age group 5 to 16 were assessed one-on-one to understand their basic reading and arithmetic abilities.

Starting its second decade of existence in 2016, ASER switched to an alternate-year cycle, where the 'basic' ASER described above is conducted every other year (2016, 2018); and in alternate years, ASER focuses on a different aspect of children's schooling and learning. In 2017, ASER 'Beyond Basics' focused on the abilities, activities, awareness, and aspirations of youth in the 14 to 18 age group across 28 districts in the country. In 2019, ASER 'Early Years' reported on young children's (age 4 to 8) pre-school and school enrolment status and their abilities on a range of important developmental indicators across 26 districts in the country.

The COVID-19 crisis interrupted this alternate-year calendar, making it impossible to conduct the nationwide 'basic' ASER that was due to be repeated in 2020. However, the urgent need to systematically examine the effects of the pandemic on schooling and learning opportunities of children across the country was apparent.

Why ASER 2020 Wave 1?

Recent global estimates suggest that school closures, unequal access to technology-based educational inputs used for remote learning, and other related disruptions due to the pandemic are likely to result in 'learning loss' and higher dropout rates, aggravating existing equity gaps in education among other consequences. In India, numerous studies have been done on the impact of the COVID-19 pandemic in the country since the first lockdown was announced in March 2020, but very few cover children's education. Although a lot of digital content has been generated and transmitted to help children continue to learn while at home, there is limited evidence on the extent to which this content is in fact reaching children; whether they are engaging with it; and the impact it is having on their participation and learning.

In order to take the unprecedented pandemic-related constraints into account, but at the same time address the urgent need for large scale nationally representative data on children's education, the ASER 2020 survey was adapted to a phone survey format that could be conducted in multiple waves, in order to capture the effects of the pandemic on different aspects of children's education.

What is ASER 2020 Wave 1?

The ASER 2020 Wave 1 survey was designed to be conducted at a time when schools have not yet reopened and governments and schools are reaching out to children through a variety of remote means with diverse educational content. It explores the provision of, and access to, remote education mechanisms and materials in rural parts of the country, and the ways in which children, families, and educators are engaging with these from their homes.

Objectives: The ASER 2020 Wave 1 survey focuses on the following key questions regarding provision of, access to, engagement with, and challenges concerning remote learning during school closures:

- What resources do families have to support children's learning at home?

- How are families and other community members helping children with learning activities?

- What learning materials and activities are children and families receiving from schools?

- How are families and children accessing learning materials or activities?

- Are children engaging with these learning material and activities?

- What kind of contact do teachers and children/parents have with each other?

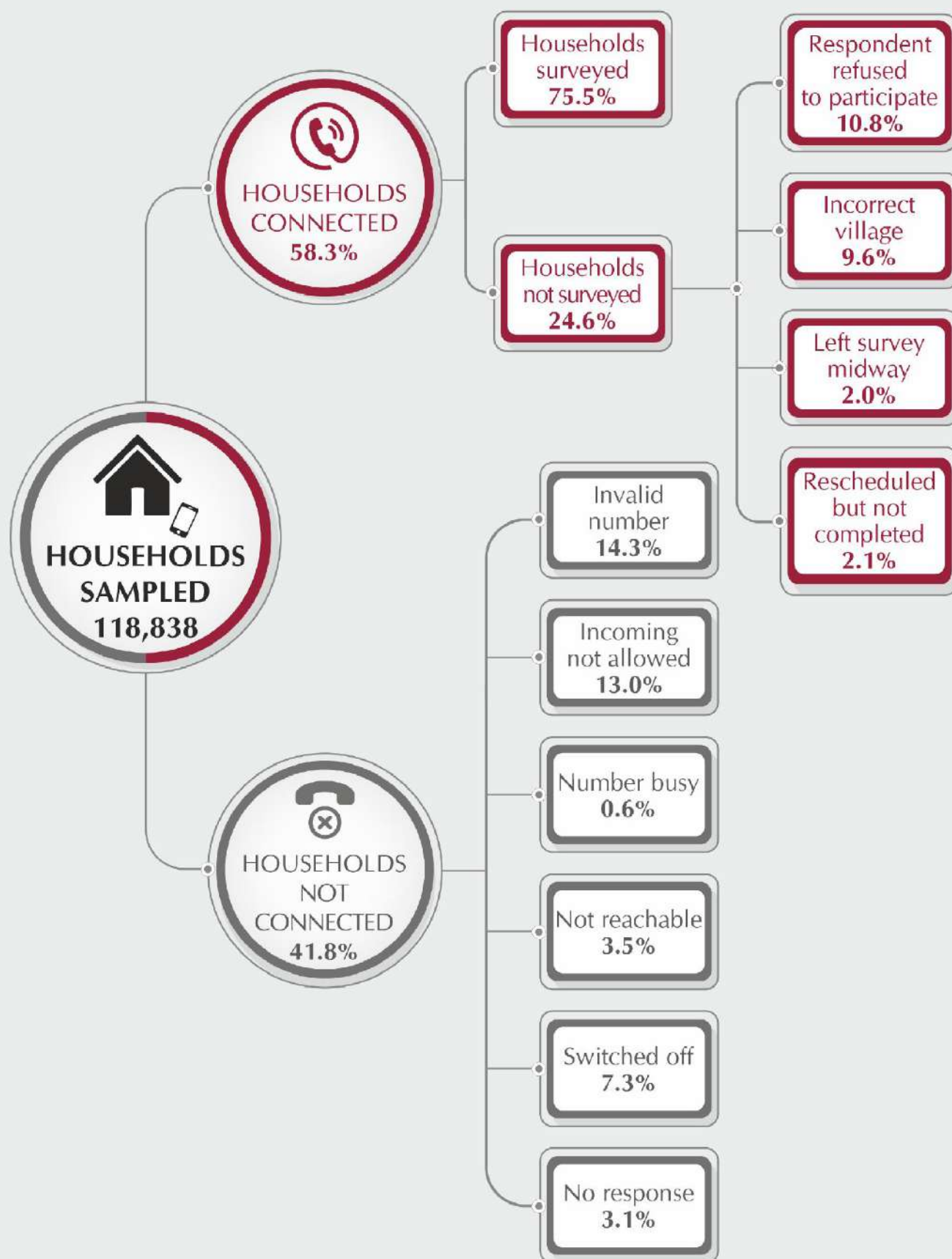- What kinds of challenges are families and teachers facing with regard to remote learning?

Sample: The standard operating procedure for ASER survey includes recording a contact number from each household and school surveyed, where available. These phone numbers are used to monitor and cross-check the data collection effort in that survey year. The ASER 2020 household survey was therefore conducted with a random sample of households with mobile phones drawn from the ASER 2018 data set, selected to generate estimates that are representative at state and all-India levels. In addition, head teachers or teachers from all schools in the ASER 2018 sample were included in the ASER 2020 school survey. Extensive pilots and experiments were conducted to check the feasibility of the ASER 2018 data set as a sampling frame for ASER 2020. For more details on sampling, see the note on Sample design of rural ASER 2020 Wave 1 on page 10. For more details on implementation - survey training, survey data collection process and data quality control - see pages 94 to 114.

Design: To conduct the survey, phone calls were made to parents/caregivers of children aged 5-16 in 118,838 households as well as head teachers or teachers in 16,761 schools over a span of ten days in September 2020, the sixth month of continuous school closures across the country. Of these, the survey was completed with 52,227 households and 8,963 teachers (see section on Survey coverage on page 8 for more details). Using standardised questionnaires, information was collected separately for each child in the 5-16 age group in each surveyed household. For schools, information was collected for the grade (between Std 1-8) that the teacher could provide the most information for.

This report uses the ASER 2020 survey data to explore the following areas:

- **Children's enrollment:** Explores patterns of enrolment and dropout among 6-16 year olds in rural India.

- **Children not currently enrolled:** Examines which children are currently not enrolled in school and the reasons behind this.

- **Household resources:** Explores whether households have key resources that can help support children's education. These include parents' own education levels; access to technology such as TV and smartphones; and availability of textbooks.

- **Learning support at home:** Examines whether and how households support children during school closures. This includes support from family members as well as other support such as paid private tuition.

- **Access to and availability of learning materials:** Reports whether families received learning materials or activities from schools, and the mediums through which they accessed these.

- **Children's engagement with learning materials and activities:** Analyses the extent to which children actually engaged with different kinds of materials and activities received from any source; as well as the nature of contact between families and schools during the lockdown.

- **School survey:** Explores teachers' preparation for and implementation of remote teaching-learning activities with their students, and whether they received any help from the community to support children's learning during school closures.

Survey call summary

HOUSEHOLDS SAMPLED
118,838

HOUSEHOLDS CONNECTED
58.3%

Households surveyed
75.5%

Households not surveyed
24.6%

Respondent refused to participate
10.8%

Incorrect village
9.6%

Left survey midway
2.0%

Rescheduled but not completed
2.1%

HOUSEHOLDS NOT CONNECTED
41.8%

Invalid number
14.3%

Incoming not allowed
13.0%

Number busy
0.6%

Not reachable
3.5%

Switched off
7.3%

No response
3.1%

Survey coverage

16,974 villages surveyed

52,227 households surveyed

59,251 children (age 5-16) surveyed

26 states & **4** UTs

584 districts

1,500 surveyors

8,963 schools surveyed

Survey process summary

1. STARTING THE SURVEY

Surveyor keeps her mobile phone charged, and all printed formats (Call Log Sheet and Household & School Survey Sheets) handy; and then starts the calling process based on the list of sampled phone numbers provided.

2. MAINTAINING CALL RECORDS

While making the calls, surveyor records the Call Connection and Survey Completion status for each household and school in the Call Log Sheet. She also makes additional attempts to numbers that do not connect in the first attempt, at different time intervals.

3. TALKING TO THE RESPONDENTS

Surveyor introduces herself and the survey on the call. She explains the objectives of the survey clearly to the respondent using a standardised introductory script.

4. ADMINISTERING THE HOUSEHOLD AND SCHOOL QUESTIONNAIRES

Surveyor takes information about remote teaching & learning activities from school headmasters or teachers for grades 1-8, & from households for children age 5-16 years. She fills the data in the respective formats.

5. DATA ENTRY AND RECHECK

The surveyor enters the data from the call log and survey sheets into the mobile app for the survey. She then sends formats for recheck. The Pratham/ASER state and central teams perform various quality checks.
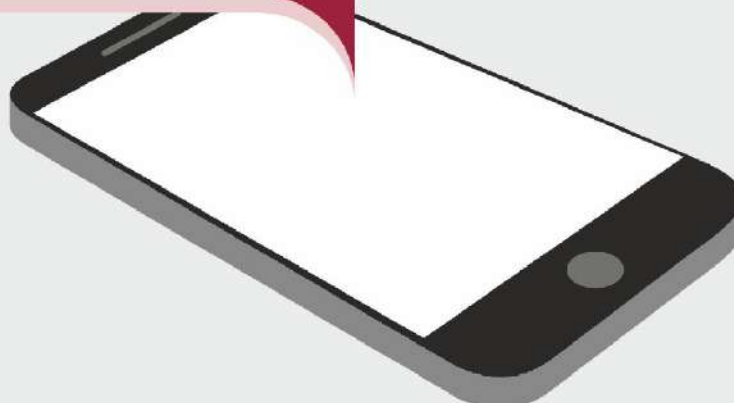
Sample design of rural ASER 2020 Wave 1

Since 2005, ASER has been providing comparable estimates of learning and schooling at the elementary stage. The 'basic' ASER, measuring foundational reading and arithmetic abilities of children in the school-going age group, was done annually from 2005 to 2014 and on a biennial basis from 2016 onwards. Therefore, it was scheduled to be conducted in 2020. While the design, training, monitoring and data analysis of ASER is done by ASER Centre and Pratham teams, the actual survey is done by volunteers in the field. The first lockdown due to the COVID-19 pandemic commenced on March 22, 2020 and was extended multiple times in a variety of ways. Given how fast the pandemic was spreading, it was soon clear that it would not be possible to conduct a field survey in 2020, especially not with volunteers.

However, given that schools closed as early as March 2020 and are yet to open, it was also clear that it was extremely important to conduct ASER this year to be able to gauge the impact of the pandemic on children's enrollment and learning. Further, the impact of the pandemic on different aspects of education would be felt at different times. Therefore, ASER 2020 was designed to be conducted in multiple waves to measure different aspects of the COVID-19 impact. The first wave, conducted during September 2020, focused on children's access to and use of learning materials during the period when schools were closed.

The challenge of conducting a field survey during a pandemic was met by conducting a phone-based survey. However, if estimates representative at various geographic levels were to be obtained, a sampling frame of phone numbers was required at the All India level. Unfortunately, no such frame exists in the public domain. A possible solution to the lack of a frame was suggested by the ASER methodology. As part of the ASER survey, phone numbers of sampled households are recorded for monitoring and recheck purposes. Since ASER is representative at the district level its sample size is fairly large - about 350,000 households across 17,500 villages and almost 600 districts. The need for such a large sample is necessitated by representation at the district level - to get representative estimates at the state and national levels such large sample sizes are not necessary. For instance, NSS surveys that are representative at the state and national levels have a sample size about a third as large as ASER.

Therefore, the ASER 2018 sample was used as a frame to draw the ASER 2020 sample that would be representative at the state and national levels. Drawing the new sample would require adding a third stage to ASER's existing two-stage sample design, to exclude households without mobile phones. With 90% mobile coverage in rural India, the extent of the self-selection bias due to uncovered populations would be small. A larger problem was that the ASER 2018 sample was two years old. With people moving, changing their mobile numbers, etc., it was possible that a large percentage of households would not be reachable. However, pan-India pilots suggested a fairly good reach (of about 70%); extensive experiments were also conducted to validate the frame.

In normal years, including 2018, ASER has a two-stage sample design. In the first stage, for each rural district, 30 villages are randomly selected from the Census 2011 village directory. Villages are selected using the probability proportional to size (PPS) sampling method. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the first stage sampling units vary considerably in size, because it ensures that households in larger villages have the same probability of getting into the sample as those in smaller villages, and vice versa.[1,2] In the second stage 20 households are randomly selected in each of the 30 selected villages in the first stage – giving a total sample of 600 households per district. This sampling strategy generates a representative picture of each district. All rural districts are surveyed. The estimates obtained are then aggregated to the state and all-India levels.[3]

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[1] Probability proportional to size (PPS) is a sampling technique in which the probability of selecting a sampling unit (village, in our case) is proportional to the size of its population. The method works as follows: First, the cumulative population by village calculated. Second, the total household population of the district is divided by the number of sampling units (villages) to get the sampling interval (SI). Third, a random number between 1 and the SI is chosen. This is referred to as the random start (RS). The RS denotes the site of the first village to be selected from the cumulative population. Fourth, the following series of numbers is formed: RS; RS + SI; RS + 2SI; RS + 3SI; …. The villages selected are those for which the cumulative population contains the numbers in the series.

[2] Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two-stage design and use PPS to select villages in the first stage.

[3] See ASER 2018 Report for a detailed discussion of the sample design.

ASER 2020 sampled 7 households with a mobile phone from each of the sampled ASER 2018 villages, giving a sample size of 210 households in each rural district. While this may not be sufficient to generate precise district level estimates, it is large enough to get good state level and national estimates. Like the standard ASER, the coverage of ASER 2020 is the rural household population of India.

To summarize, ASER 2020 has a three-stage clustered design. In the first stage 30 households are sampled from the Census 2011 village directory using PPS. In the second stage, 20 households are randomly selected from each of the sampled villages. And, in the third stage, 7 households with mobile phones are randomly sampled from the 20 selected households in each of the 30 sampled villages in each rural district. All children in the age group of 5-16 years are surveyed in the households selected in the third stage.

In normal years, including 2018, ASER surveyors also visit a government primary or upper primary school in each sampled village, to record data on attendance and provision and usability of facilities. In each visited school, the phone number of the headmaster or a teacher is recorded for monitoring purposes. In ASER 2020, the entire ASER 2018 school sample was retained to explore whether schools shared learning materials during the period of school closures, how they shared this material, and what contact they had with parents and the village community.

ASER 2020 provides estimates at the state and national levels. In order to aggregate estimates up from the district level households have to be assigned weights --- also called inflation factors. The inflation factor corresponding to a particular household denotes the number of households that the sampled household represents in the population. Given that 210 households are sampled in each district regardless of the size of the district, a household in a larger district will represent many more households and, therefore, have a larger weight associated with it than one in a sparsely populated district.[4]

In ASER's two-stage design, the sample is self-weighting at the district level - weights are the same for all households within a district. However, since ASER 2020 adds another stage of sampling based on mobile phone coverage, the sample is no longer self-weighting; rather, weights will differ across villages.[5] All estimates at the state and national levels are weighted, since states have a different number of districts and villages which vary by population.

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[4] The inflation factor or weight associated with a household is simply the inverse of the probability of it being selected into the sample.

[5] The probability that household j gets selected in village i (p_{ij}) is the product of the probability that village i gets selected in the first stage (p_i) and the probability that household j gets selected in the second stage ($p_{j(i)}$) and the probability that household j has a mobile phone ($p_{j(i)m}$) and the probability that household j gets selected in the third stage ($p_{j(i)mi}$). This is given by:

$$p_{ij} = p_i \ p_{j(i)} \ p_{j(i)m} \ p_{j(i)mi} = \frac{nv}{dpop} \ vpop_i \ \frac{n_{hi}}{vpop_i} \ \frac{n_{him}}{n_{hi}} \ \frac{n_{hi3}}{n_{him}}$$

where nv is the number of villages sampled in the district in the first stage, vpopi is the household population of village i, dpop is the number of households in the district, nhi is the number of households sampled in the village in the second stage, nhim is the number of households who have a mobile phone in the second stage sample and nhi3 is the number of households with mobile phones sampled in the third stage. The weight associated with each sampled household within a village is the inverse of the probability of selection. Note that the sum of the weights of the households will give the district population of households and the sum of the weights for all children in the sample will approximate to the population of children in the 5-16 year age group in the district.

Sample description of ASER 2020 Wave 1

State	Census 2011 Actual Districts	ASER 2020 Wave 1						Surveyed children			
		Surveyed Districts	Surveyed Villages	Sampled Households	Households connected	Surveyed Households	Children age 5-16	Std 1-2	Std 3-5	Std 6-8	Std 9-12
Andhra Pradesh	13	13	388	2715	1829	1442	1041	155	266	298	227
Arunachal Pradesh	16	8	202	1409	637	428	480	93	132	131	79
Assam	27	26	727	5079	2619	2099	2162	425	552	584	79
Bihar	38	38	1136	7947	4071	2913	4862	877	1202	1125	1001
Chhattisgarh	18	16	459	3206	1570	1068	1261	207	310	324	312
Dadra and Nagar Haveli	1	1	28	208	126	84	65	9	13	22	17
Daman and Diu	2	2	17	227	147	125	93	27	32	24	9
Goa	2	2	45	314	198	92	54	7	10	14	14
Gujarat	26	26	759	5303	3303	2605	1892	364	611	457	339
Haryana	21	21	627	4398	3064	2184	2442	400	638	680	496
Himachal Pradesh	12	12	357	2511	1669	1470	1697	263	460	442	456
Jammu and Kashmir	22	14	405	2819	1678	1174	1650	286	422	441	316
Jharkhand	24	24	662	4619	1962	1358	2078	379	526	555	388
Karnataka	30	30	900	6155	3922	3128	4008	567	1007	1167	808
Kerala	14	12	351	2505	1931	1264	742	113	188	197	176
Madhya Pradesh	50	50	1471	10289	5503	4218	4985	770	1301	1306	1134
Maharashtra	33	33	981	6863	4209	3409	3891	626	1068	1174	741
Manipur	9	9	239	1717	884	678	1048	169	274	278	166
Meghalaya	7	7	173	1200	497	336	584	116	169	131	58
Nagaland	11	11	312	2238	1163	883	1169	181	306	323	146
Odisha	30	30	817	5701	2966	2378	2661	410	687	740	552
Puducherry	2	2	55	409	269	171	90	8	18	15	20
Punjab	20	20	595	4142	2821	2434	2010	315	475	536	516
Rajasthan	33	33	984	6888	4466	3340	4292	697	1041	1131	954
Tamil Nadu	31	31	923	6472	4058	2928	2134	242	494	565	529
Telangana	9	9	268	1876	1383	1151	1050	161	286	250	193
Tripura	4	4	118	826	392	295	196	29	49	55	45
Uttar Pradesh	71	70	2096	14662	8299	5912	7882	1376	2009	1848	1307
Uttarakhand	13	13	374	2614	1501	1042	1163	165	281	337	261
West Bengal	18	17	505	3526	2088	1618	1569	273	412	400	302
All India	**607**	**584**	**16974**	**118838**	**69225**	**52227**	**59251**	**9710**	**15239**	**15550**	**11940**

*State/UT estimates for Dadra and Nagar Haveli and Daman and Diu, Puducherry, Goa and Tripura have not been presented in this report due to insufficient sample size.

**Andhra Pradesh was bifurcated into Telangana and Andhra Pradesh in 2014. As a result, the sample frames of Census 2011 do not have the new state divisions. Of the 22 districts in undivided Andhra Pradesh, 9 rural districts are located in Telangana and the remaining 13 districts are located in Andhra Pradesh. ASER estimates for the two states are based on this separation of districts.

***Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

****ASER 2020 Wave 1 was not conducted in Sikkim and Mizoram.

ASER 2020 Wave 1 (Rural) findings – India

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 584 OUT OF 619 DISTRICTS

Children's school enrollment

The ASER 2020 Wave 1 phone survey was conducted during late September 2020. This section explores patterns of enrollment among 6-16 year olds in rural India.

Have enrollment patterns changed as a result of the COVID-19 pandemic?

Beyond the health consequences of COVID-19, the pandemic has caused school closures as well as economic hardships due to migration and loss of livelihoods, among other reasons. ASER 2020 explored whether this unprecedented situation has caused shifts in children's enrollment patterns in rural India.

Table 1: % Children enrolled in school. By age group, sex and school type. 2020

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	65.8	28.8	0.8	4.6	100
Age 7-16: All	65.5	28.6	0.7	5.2	100
Age 7-10: All	64.3	30.5	0.8	4.4	100
Age 7-10: Boys	60.9	33.6	0.8	4.7	100
Age 7-10: Girls	68.1	27.0	0.8	4.1	100
Age 11-14: All	68.0	27.4	0.7	3.9	100
Age 11-14: Boys	64.5	30.9	0.7	3.9	100
Age 11-14: Girls	71.9	23.5	0.7	3.9	100
Age 15-16: All	62.1	27.3	0.6	9.9	100
Age 15-16: Boys	60.8	29.7	0.8	8.8	100
Age 15-16: Girls	63.6	24.8	0.5	11.1	100

'Other' includes children going to Madarsa and EGS.
'Not in school' includes children who never enrolled or are not currently enrolled.

Table 1 summarizes enrollment data for different age groups in the ASER 2020 sample. For children in the 6-14 age group, these data show that overall, more than 60% of all children are enrolled in government schools and close to 30% are enrolled in private schools.

This marks a change from two years ago, when the last comparable ASER survey was conducted (Table 2).

There has been a clear shift from private to government schools between 2018 and 2020, in all grades and among both boys and girls (Table 2). Reasons may include financial distress in households and/or permanent school shutdowns among the private schools.

Table 2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	57.9	42.1	100	65.1	34.9	100	61.1	38.9	100	66.7	33.4	100
Std III-V	62.7	37.3	100	71.2	28.8	100	65.6	34.4	100	73.3	26.7	100
Std VI-VIII	65.8	34.3	100	73.3	26.7	100	68.3	31.7	100	77.0	23.0	100
Std IX & above	64.6	35.4	100	68.9	31.2	100	69.7	30.4	100	72.7	27.3	100
All	62.8	37.2	100	70.0	30.0	100	66.4	33.6	100	73.0	27.0	100

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

Children not enrolled in school

One widely anticipated consequence of the COVID-19 pandemic was that many more children would drop out of school. Although the true picture will only be known once schools reopen, ASER 2020 asked whether children were currently enrolled for the school year 2020-21.

Are fewer children enrolled in 2020 than before?

Table 3: % Children not enrolled in school. By age group and sex. 2018 and 2020*

| Age group | % Children | | | | | |
| | ASER 2018 | | | ASER 2020 | | |
	Boys	Girls	All	Boys	Girls	All
Age 6-10	1.8	1.8	1.8	5.3	5.2	5.3
Age 11-14	2.9	3.6	3.2	3.9	3.9	3.9
Age 15-16	11.4	12.6	12.0	8.8	11.1	9.9
All	3.7	4.2	4.0	5.3	5.7	5.5

Table 3 compares the proportion of children not enrolled in school in 2018 and 2020, separately for different age groups. These data show that while there have indeed been changes in children's enrollment status, these vary across age groups.

- Among boys in the 6-10 age group, for example, there has been a sharp increase in the proportion of children not currently enrolled, from 1.8% in 2018 to 5.3% in 2020; with a similar increase among girls in this age group.

- However, this proportion has increased much less among children in the 11-14 age group, among both boys and girls.

- The proportion of children not currently enrolled has actually decreased over 2018 levels among the 15-16 year old age group.

Why the spike in children who are not enrolled in school, especially among young children?

Chart 1: % Children not enrolled in school. By age and sex. 2018 and 2020*
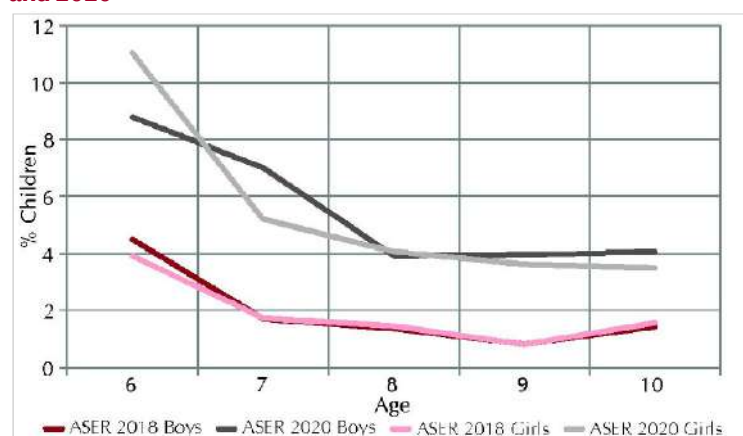
With schools closed, in a sense all children are currently out of school, and the 'true' proportion of out of school children is difficult to measure. However, the age-wise breakdown of children in the 6-10 age group who are not currently enrolled shows that while the increase in this proportion over 2018 is visible at each of these ages, the biggest spike is visible for the youngest children – those who are 6 years old, especially among girls (Chart 1).

To understand these patterns better, parents of children who are not currently enrolled were asked which year the child had dropped out and why this was the case. Their responses show that across the entire 6-16 age group surveyed, more than half of the children not currently enrolled had 'dropped out' in 2020. However, the vast majority of these children are not 'dropouts' in the usual sense of the term: they are awaiting admission to school. This is particularly true for children in the 6-10 age group, and explains the spike visible among the 6 year olds in particular.

Because schools are closed, many young children have not yet secured admission to Std 1. The increase in not enrolled children in the 6-10 age group is therefore likely to be more a reflection of children waiting to enroll in school rather than of children who have indeed dropped out.

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

Household resources

A family's resources influence the type and amount of support they can provide for children's learning, not only in terms of choosing a school to send their child to but in many other ways as well. ASER 2020 asked questions about selected household resources, such as parents' own education levels; access to technology such as TV and smartphones; and availability of textbooks for the current grade. Other than the availability of textbooks, ASER 2020 Wave 1 did not explore if the household had other learning materials like other books, instructional games, etc.

How much schooling do parents of children in the ASER 2020 sample have?

Table 4: Distribution of enrolled children. By school type, mother's and father's education level. 2020

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	35.0	22.7	31.3	18.9	9.5	16.1
Std I-V	17.7	11.1	15.7	15.6	7.3	13.1
Std VI-VIII	19.2	17.9	18.8	20.9	15.4	19.2
Std IX-X	18.8	23.6	20.3	26.3	29.9	27.4
Std XI & above	9.4	24.7	14.0	18.2	37.9	24.2
Total	100	100	100	100	100	100

Table 5: Distribution of enrolled children. By parents' education and household resources. 2020

Parents' education	% Children	Of these children,	
		% Whose households have smartphones	% Enrolled in Govt school
Low	22.5	45.1	84.0
Medium	49.9	60.2	71.6
High	27.6	78.7	53.9
All	100	61.9	69.5

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Increasingly, parents of children currently in school have been to school themselves.

In ASER 2020, for example, Table 4 shows that under a third of mothers (31.3%) and even fewer fathers (16.6%) have no schooling.

More than half of all mothers (53.1%) and an even higher proportion of fathers (70.8%) have completed more than 5 years of school.

ASER does not collect information on household income, but parents' education levels can be used as a proxy for the household's socio-economic status. On average, more educated parents have households with higher incomes. Table 5 shows, for example, that as parents' education level increases, the likelihood that the household has a smartphone also increases; and the probability that the sampled child is studying in a government school decreases:

- Almost a quarter of all children have parents in the 'low' education category (22.5%). The vast majority of these children study in government schools (84%) and less than half of their families have a smartphone (45.1%).

- Similar proportions of children have parents in the 'high' education category (27.6%). But a far lower proportion are in government schools (53.9%), while most have families with a smartphone (78.7%).

Do children have textbooks at home?

Table 6: % Enrolled children who have textbooks for their current grade. By grade and school type. 2020

Std	Govt	Pvt	Govt & Pvt
Std I-II	79.8	69.7	76.2
Std III-V	85.5	72.0	81.4
Std VI-VIII	86.3	73.7	82.8
Std IX & above	82.7	73.5	80.0
All	84.1	72.2	80.5

Table 6 indicates that in all grades, a very high proportion of children have textbooks for their current grade. For every grade, the percentage of children in government schools who have textbooks is higher than among children in private schools.

Do children have a smartphone at home?

Table 7: % Enrolled children with selected assets available at home. By school type and asset type. 2018 and 2020*

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	29.6	49.9	36.5	56.4	74.2	61.8
TV	54.8	72.5	60.7	56.0	71.9	60.8
Motorized vehicle	39.1	62.5	46.9	43.5	64.7	49.9

The comparison between ASER 2018 and 2020 shows that a much higher proportion of children now come from households with a smartphone as compared to two years ago (Table 7).

Although the proportion of children from households with assets like TV and motorized vehicles changed only slightly over the last two years, the proportion owning a smartphone increased enormously – from 36.5% to 61.8%.

The percentage point increase in smartphone ownership was similar in households of children enrolled in government and private schools. Among children enrolled in both government and private schools, about 1 in every 10 households bought a new phone to support their children's education after schools closed in March 2020 (Table 8). Most often parents purchased a smartphone. But even among children who did not have a smartphone at home, about 1 in every 10 was able to access a smartphone elsewhere, for example from a neighbour.

Table 8: % Enrolled children with access to smartphones. By school type. 2020

School type	% Children					Bought a new phone for children's education since the lockdown began	If bought a new phone, then type of phone purchased		If no smartphone in the household, then % children who have access to any other smartphone
	Number of smartphones in the household								
	No smartphone	1	2	3 or more	Total		Regular phone	Smartphone	
Govt	43.6	43.6	9.7	3.1	100	10.2	20.1	80.6	12.6
Pvt	25.8	50.3	16.7	7.2	100	13.2	15.7	83.8	13.1
Govt & Pvt	38.2	45.6	11.8	4.3	100	11.1	18.5	81.7	12.7

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

Learning support for children at home

The previous section summarized what households *have*, in terms of the availability of some key resources that they can use to support children's learning. This section examines some dimensions of what households *do*, in order to provide learning support to children during the period of school closures. This includes support from family members as well as other support such as paid private tuition.

Do families help children while studying at home?

Table 9: % Enrolled children who receive help from family members while studying at home. By grade and school type. 2020

Std	Govt	Pvt	Govt & Pvt
Std I-II	78.6	86.7	81.5
Std III-V	75.3	81.7	77.3
Std VI-VIII	70.8	79.1	73.1
Std IX & above	66.9	71.7	68.3
All	72.6	80.0	74.9

Table 9 shows the proportion of children who receive help at home for learning activities.

- Taking all children across different grades together, close to three quarters of all children receive help from family members.

- For both types of schools, more younger children receive help from families than older children. Overall, 81.5% children in Std I-II receive help from family members as compared to 68.3% children in Std IX and above.

- For each grade level, private school children get more help than government school children. For example, for children in Std III-V, 75.3% government school children receive help as compared to 81.7% of children enrolled in private schools.

Which family members help children to study at home?

Chart 2: % Enrolled children who receive help at home. By grade and family member. 2020
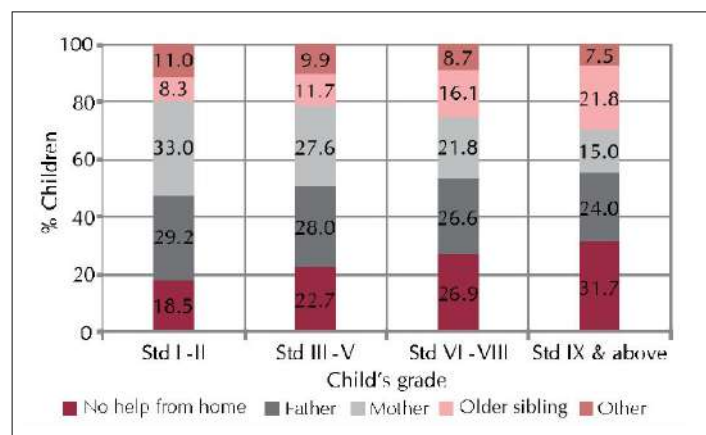
'Other' includes uncle, aunt, cousin or any other family member.

The surveyed household was asked about who helps children most often with studying at home. Options included mother, father, older siblings and others.

Data indicate that as children move into higher grades, fewer get help from family members, especially mothers. For example, 33% of Std I-II children receive help from their mothers but only 15% of Std IX & above children are helped by their mothers.

However, help from older siblings increases as children move to higher grades.

Does parents' education level influence whether children get learning support at home?

Clearly, the more educated the parents, the more help their children receive. Among families where both parents have completed Std IX or more (the 'high' category), for example, close to 45% children receive help from their mothers (Chart 3). These trends do not vary much across government and private school children (Table 10).

Chart 3: % Enrolled children who receive help at home. By parents' education and family member. 2020
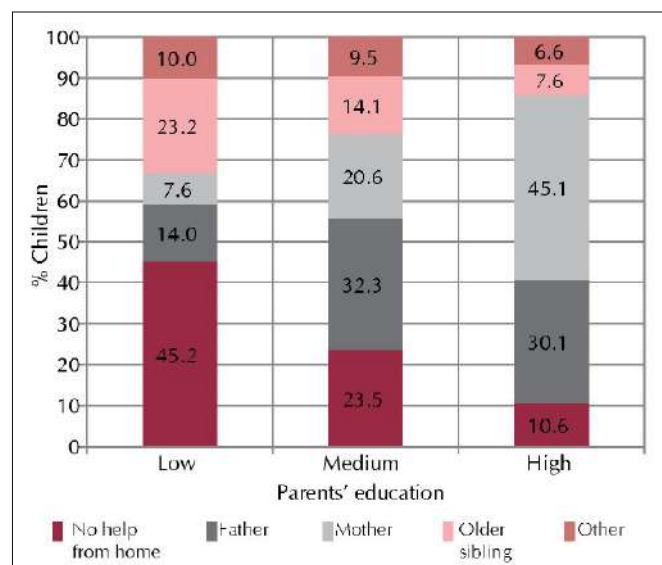
'Other' includes uncle, aunt, cousin or any other family member.

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Table 10: % Enrolled children who receive family support for learning. By parents' education and type of school. 2020.

Parents' education	Govt	Pvt	Govt & Pvt
Low	55.0	54.0	54.8
Medium	75.5	78.9	76.5
High	89.4	89.4	89.4
All	72.9	80.3	75.2

Although school closures had relatively little impact on children's tuition, these data reveal significant family support for children's education even among children whose parents have only studied up to Std V or less (the 'low' category of education).

For example, among children whose parents have completed Std V or less,

- A little more than half of these children get help at home, whether they study in government or private school (Table 10).
- 14% receive help from their fathers and almost 8% from their mothers (Chart 3).
- Further, if parents have low levels of education, older siblings and others play a more significant role (Chart 3).

Are children taking tuition classes while schools are closed?

Table 11: % Enrolled children taking tuition. By school type and tuition category. 2020

School type	% Children currently taking tuition		% Children currently not taking tuition		Total
	Started before the lockdown	Started after the lockdown	Not taking tuition even before the lockdown	Discontinued tuition after the lockdown	
Govt	26.9	4.8	57.1	11.2	100
Pvt	21.8	8.1	58.7	11.4	100
Govt & Pvt	25.4	5.8	57.6	11.3	100

Access to and availability of learning materials and activities

The ASER 2020 survey asked households whether schools had sent learning materials or activities for children during the week prior to the survey (the reference week), which was carried out in September 2020 when schools across the country were closed. Learning materials included traditional materials like textbooks and worksheets in print or virtual form; online or recorded classes; and videos or other activities sent via phone or received in person.

Did children receive any learning materials or activities during the reference week?*

Overall, approximately one third of all enrolled children received some kind of learning materials or activities from their teachers during the reference week (Table 12).

A slightly larger proportion of students in higher classes received materials as compared to lower classes. For example, close to 38% of high school students received materials as compared to 30.8% of children in Std I-II.

A higher percentage of private school children received learning materials/activities as compared to government school children in the same grades.

Table 12: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020

Std	Govt	Pvt	Govt & Pvt
Std I-II	27.9	35.8	30.8
Std III-V	33.7	40.4	35.8
Std VI-VIII	35.4	42.7	37.4
Std IX & above	34.8	43.4	37.3
All	33.5	40.6	35.6

Through what medium did children receive learning materials or activities?

Table 13: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020

School type	WhatsApp	Phone call	Personal visit	Other
Govt	67.3	12.3	31.8	5.6
Pvt	87.2	9.9	11.5	5.8
Govt & Pvt	74.2	11.5	24.8	5.7

Answer options were read out; respondents could select more than one option.

As noted above, only a third of all children received materials or activities during the reference week.

But those who did receive material, received it in a variety of ways.

Regardless of school type, WhatsApp was by far the most common medium used for sharing learning materials and activities, followed by phone calls and visits.

A higher proportion of students enrolled in private schools received materials through WhatsApp than their counterparts in government schools. Accessing materials/opportunities via phone calls or visits was more common among children enrolled in government schools.

*This section captures activities shared with children that required use of textbooks. Availability of textbooks in the household was discussed in the previous section.

Table 14: Of enrolled children who received learning materials/ activities in the reference week, % children who got these through one or more mediums. By school type and number of mediums. 2020

School type	Number of mediums				Total
	1	2	3	4	
Govt	85.8	11.5	2.6	0.1	100
Pvt	88.3	9.2	2.3	0.2	100
Govt & Pvt	86.7	10.7	2.5	0.2	100

Table 15: % Enrolled children who received materials from only one medium. By smartphone availability and medium. 2020

Smartphone availability	WhatsApp	Phone call	Personal visit	Other	Total
Yes	83.9	2.8	11.8	1.5	100
No	23.4	11.8	57.1	7.8	100
All	72.2	4.6	20.5	2.7	100

Answer options were read out; respondents could select more than one option.

Despite the variety of ways in which children could have accessed learning materials and activities, during the reference week most children – more than 86% – received these materials in just one way (Table 14).

If a smartphone was available in the family, it is very likely that the child's access to available material was via WhatsApp (Table 15). Interestingly, even among children whose families had no smartphones, almost a fourth (23.4%) were able to access WhatsApp using someone else's smartphone. However, in families that had no smartphones, more than half of all children availed of materials through physical visits (either going to the school or the teacher coming to the home).

If households did not access learning materials or activities during the reference week, what did they say was the reason?

Table 16: Of enrolled children who did not receive learning materials/activities during the reference week reasons given by parents. By school type and reason. 2020

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	68.5	10.7	25.8	5.1	4.3
Pvt	66.9	11.6	20.4	5.2	6.0
Govt & Pvt	68.1	11.0	24.3	5.1	4.8

Respondents could specify more than one reason.

Families cited different reasons for why their children did not receive learning materials or activities during the reference week. Across children enrolled in both government and private schools, most parents said that the school had not sent materials (68.1%). Overall, almost a quarter of sampled children's parents mentioned not having a smartphone as a reason (24.3%), with more parents of children enrolled in government school highlighting this reason (25.8%) than those enrolled in private school (20.4%).

Children's engagement with learning materials and activities

While the previous section looked at whether households received learning materials and activities from schools in the week prior to the survey in September 2020, this section analyses whether children actually engaged with different kinds of materials and activities during that week. Households were asked about a variety of materials and activities received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio; and online activities such as pre-recorded videos or live classes.

Did children do learning activities during the reference week?

Table 17: % Enrolled children who did learning activities during the reference week. By grade and type of material. 2020

Std	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Std I-II	55.6	33.5	15.7	2.3	16.6	7.3
Std III-V	60.2	35.5	19.7	2.7	19.7	8.9
Std VI-VIII	60.7	36.0	20.8	2.9	21.9	11.5
Std IX & above	61.2	35.5	21.5	2.6	27.5	16.3
All	59.7	35.3	19.6	2.7	21.5	11.0

Table 18: % Enrolled children who did learning activities during the reference week. By school type and type of material. 2020

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	59.5	34.1	20.2	2.8	18.3	8.1
Pvt	60.1	38.0	18.4	2.3	28.7	17.7
Govt & Pvt	59.7	35.3	19.6	2.7	21.5	11.0

Even though only a third of all children received materials from their schools during the reference week, households reported that most children did do some learning activity during that week.

These activities were shared by diverse sources such as schools, families, and private tutors, among others. Students in higher grades were more likely to be connected to online classes or video recordings as compared to their younger counterparts (Table 17).

While the proportion of children doing different types of activities is quite similar for government and private schools, there is one significant difference. Children enrolled in private schools were much more likely to be connected to online classes and recorded video lessons. For example,

- While close to 60% of all children in both types of schools reported using textbooks durnig the reference week, 28.7% of private school children reported using recorded video lessons as opposed to 18.3% of government school children.

- Further, 17.7% children in private schools accessed live online classes during the reference week as compared to 8.1% of government school children (Table 18).

How much did children do during the reference week?

Table 19: % Enrolled children by the number of learning activities done during the reference week. By school type and number of activities. 2020

School type	No activity	1 activity	2	3 or more	Total
Govt	30.5	26.2	24.2	19.1	100
Pvt	28.1	21.0	24.2	26.7	100
Govt & Pvt	29.8	24.6	24.2	21.4	100

Based on responses from households, 30.5% students in government schools and 28.1% children in private schools did not do any of these activities during the reference week.

Close to a fifth of all children did three activities or more. In this category, there is higher proportion of private school students (26.7%) as compared to government school students (19.1%).

How much contact was there between school and home during the reference week? And since schools closed?

Even when schools are closed, contact between the home and school is important. Teachers and parents/families need to discuss how the child is doing both academically and in terms of well-being. ASER 2020 explored this issue in two ways: whether parents and teachers had been in touch (phone or visit) during the reference week; and if not, whether there had been contact since the lockdown began in March 2020.

The data indicates that overall, about a third of all children's teachers contacted parents/families during the reference week. This proportion is higher among families of children in private than in government schools (Table 20).

More educated parents had greater contact with school teachers, as well as a lower proportion of children who did not do any activity in the reference week (Table 21). This suggests that children whose parents could offer support at home were also those who got more support from school.

Table 20: % Enrolled children in contact with schools. By school type and type of contact. 2020

School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	32.3	29.2	19.3	40.4
Pvt	37.4	36.1	21.7	31.5
Govt & Pvt	33.9	31.3	20.0	37.7

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

Table 21: % Enrolled children in contact with schools. By parents' education and type of contact. 2020

Parents' education	% Children who did no activity	Contact to discuss learning materials/activities and child's progress/wellbeing		
		Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown
Low	40.8	25.2	23.0	15.0
Medium	30.1	32.8	30.4	20.3
High	19.6	43.3	40.0	24.5
All	29.6	34.0	31.4	19.9

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

School survey

The ASER 2020 Wave 1 phone survey attempted to reach the head teacher or another teacher of a government school with primary classes in each village where sampled households were located. These schools were surveyed two years ago as part of ASER 2018. This year, teachers were asked about their ability to maintain contact and conduct distance learning activities with their students during school closures. Teachers were asked questions about the school in general, as well as about the grade that they could offer the most information for. For many questions, responses were requested for the reference period of the week prior to the survey.

What kinds of schools and teachers did ASER 2020 reach?

Table 22: Number of schools reached by grades offered. 2020

	Number of schools
Primary (Std I-IV/V)	4881
Upper primary (Std I-VII/VIII)	3411
Other	671
Total	8963

ASER 2020 reached teachers or head teachers in a total of 8,963 government schools across the country. More than half of these were primary schools, while most of the remainder were upper primary schools (Table 22). In more than half of these schools, the respondent was the head teacher (Table 23).

When asked to select one specific grade that they were able to provide the most information about, more than half of these respondents selected Std III, IV, or V; and over a quarter selected Std VI, VII, or VIII (Table 24).

Table 23: % School respondents by designation. 2020

Designation	% School respondents
Head teacher	55.9
Teacher	44.1
Total	100

Table 24: % School respondents by the grade they opted to provide information about. 2020

Std	% School respondents
Std I-II	18.9
Std III-V	54.3
Std VI-VIII	26.4
Could not give information	0.5
Total	100

How prepared are teachers for remote teaching-learning?

Table 25: % School respondents who have children's phone numbers available. By grade and proportion of children. 2020

Std	All children	> = Half	< Half	None/ Don't know	Total
Std I-II	35.8	37.8	17.2	9.1	100
Std III-V	41.3	36.2	16.8	5.6	100
Std VI-VIII	43.1	40.5	13.6	2.7	100
All	40.8	37.7	16.1	5.5	100

Overall, school respondents seemed to be well placed to conduct remote teaching-learning activities.

Table 26: % School respondents who received training to conduct remote teaching-learning activities. By grade and type of training received. 2020

Std	% School respondents who received training	Of those who received training, type of training received			
		Brief instructions (in person or online)	Series of in person/ online training sessions	Enrolled in/ completed online course	Other kinds of training received
Std I-II	49.8	62.3	38.7	6.3	3.9
Std III-V	50.6	68.4	32.4	7.3	4.4
Std VI-VIII	48.7	74.4	27.0	8.7	4.8
All	50.0	68.8	32.2	7.5	4.4

Respondents could specify more than one type of training.

Most teachers reported having phone numbers for at least half of their students (Table 25). However, the necessary training was perhaps inadequate, with half the respondents having received any training. Of those who did, the majority reported only receiving brief instructions, either online or in person, on what they should do and how they should do it (Table 26).

Learning materials and engagement

How often did teachers share learning materials or activities with their students, and how did they share it?

Table 27: % School respondents who shared learning materials/activities with students. By grade and frequency of sharing. 2020

Std	In the reference week	At least once since lockdown	Not even once	Total
Std I-II	65.8	23.5	10.7	100
Std III-V	67.1	22.4	10.5	100
Std VI-VIII	66.8	18.9	14.3	100
All	66.8	21.7	11.5	100

School respondents were asked whether they had shared any learning materials or activities with their students during the reference week; and if they had not, then whether they had done so at least once since the school closures in March 2020. The responses received were similar across all grades: two thirds of all respondents reported having shared materials in the preceding week; and most of the remaining reported having done so at least once since March 2020 (Table 27). Only one respondent in every ten reported not having shared any materials with their students. Similarly, the vast majority of teachers reported having distributed textbooks to all children in the selected grade (Table 28).

Table 28: % School respondents who reported having distributed textbooks to children. By grade and reach of textbook distribution. 2020

Std	All parents/children	Some parents/children	Not distributed/Don't know	Total
Std I-II	87.1	6.2	6.8	100
Std III-V	88.3	6.1	5.7	100
Std VI-VIII	83.5	7.3	9.2	100
All	86.8	6.4	6.8	100

Table 29: Of school respondents who shared learning materials/activities with students during the reference week, % respondents using different mediums. By grade and medium. 2020

Std	WhatsApp	Phone call	Personal visit	Other
Std I-II	80.8	25.5	64.8	7.6
Std III-V	79.8	26.9	59.8	10.6
Std VI-VIII	84.4	34.0	56.5	19.4
All	81.2	28.5	59.9	12.3

'Other' includes Telegram, SMS or other mediums.
Answer options were read out; respondents could select more than one option.

Regardless of grade, WhatsApp was by far the most common method used by school respondents who reported having sent materials or activities to their students during the reference week (81.2%) (Table 29). A majority also reported distributing materials through personal contact with parents or children (59.9%). Contact between teachers and parents (or children) during the reference week was usually initiated by the teacher (Table 30).

Table 30: % School respondents in contact with parents/children. By grade and type of contact. 2020

Std	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Std I-II	46.6	23.0	22.8	54.9
Std III-V	46.9	25.7	23.7	55.3
Std VI-VIII	47.2	29.9	16.7	56.3
All	46.9	26.3	21.7	55.5

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

Community involvement

Do teachers get help from others in the community to support children's learning?

Table 31: % School respondents who reported taking help from community members. By state and stakeholder whose help was taken. 2020

State	% School respondents who take help from village/ community members	Of those who reported taking help, % school respondents who took help from:						
		Village head or ward member	NGO or local volunteers	Older children	Parents or caregivers	Anganwadi workers	SMC members	Others
Andhra Pradesh	33.3							
Arunachal Pradesh	0.0			Data Insufficient				
Assam	62.3							
Bihar	88.3	39.6	3.8	30.2	52.8	5.7	39.6	11.3
Chhattisgarh	70.2	20.7	1.2	54.0	47.1	6.9	50.6	8.1
Gujarat	69.7	23.6	0.9	20.4	48.0	11.1	48.4	0.0
Haryana	60.9	13.1	4.6	51.5	62.1	5.6	36.4	3.0
Himachal Pradesh	73.4	8.0	0.9	38.1	52.2	5.3	33.6	0.0
Jammu and Kashmir	59.3	56.3	2.5	8.8	50.0	6.3	3.8	13.8
Jharkhand	83.7	37.0	3.0	25.0	53.0	8.0	43.5	4.0
Karnataka	62.5	38.3	13.3	42.1	31.3	10.0	40.0	1.7
Kerala	42.3	61.5	69.2	9.6	32.7	9.6	34.6	19.2
Madhya Pradesh	77.4	9.9	5.2	51.8	79.7	13.7	21.6	2.7
Maharashtra	76.0	20.6	22.6	46.3	55.4	5.7	44.1	3.7
Manipur	14.3							
Meghalaya	50.0			Data Insufficient				
Nagaland	55.0							
Odisha	59.3	16.9	3.2	6.5	46.8	4.0	53.2	2.4
Punjab	85.1	19.1	5.4	32.7	19.7	26.0	41.6	32.7
Rajasthan	65.2	35.8	2.8	51.4	35.3	29.8	15.6	6.9
Tamil Nadu	46.5	45.0	5.0	55.0	43.3	0.0	15.0	0.0
Telangana	72.7	34.7	5.6	72.2	66.7	2.8	20.8	2.8
Tripura	96.6	29.8	0.0	3.5	3.5	0.0	100	0.0
Uttar Pradesh	60.7	28.9	2.5	16.1	43.4	22.1	58.0	8.0
Uttarakhand	78.9	26.7	17.4	41.9	54.7	12.8	44.2	3.5
West Bengal	80.9							
All India	**68.8**	**24.6**	**7.6**	**36.7**	**49.4**	**12.9**	**38.1**	**7.1**

Answer options were read out; respondents could select more than one option.

Across the country, school respondents reported getting help from a wide variety of community actors in order to reach and support children. Overall, 7 out of every 10 respondents reported receiving help from somebody in the community (Table 31). Of these, half reported support being provided by parents; while many also reported being helped by SMC members, older children, or village heads/ ward members.

Clear differences in these patterns are visible across states. For example, large proportions of school respondents in Kerala report receiving help from NGOs or local volunteers; while many teachers in Punjab and Rajasthan report receiving help from Anganwadi workers.

ASER 2020 Wave 1 (Rural) findings – State estimates

SE1: % Children enrolled in school. By age group, sex and school type. 2020

Data is not presented where sample size is insufficient.

Andhra Pradesh

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	66.9	26.6	0.1	6.5	100
Age 7-16: All	68.2	25.3	0.1	6.4	100
Age 7-10: All	62.8	31.6	0.2	5.5	100
Age 7-10: Boys	61.2	34.5	0.0	4.4	100
Age 7-10: Girls	64.8	28.1	0.3	6.8	100
Age 11-16: All	71.7	21.2	0.0	7.1	100
Age 11-16: Boys	68.6	24.4	0.0	7.0	100
Age 11-16: Girls	74.6	18.2	0.0	7.1	100

Arunachal Pradesh

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	47.4	48.1	0.0	4.4	100
Age 7-16: All	51.6	44.7	0.0	3.7	100
Age 7-10: All	40.0	53.3	0.0	6.8	100
Age 7-10: Boys					
Age 7-10: Girls					
Age 11-16: All	59.7	38.7	0.0	1.6	100
Age 11-16: Boys	54.9	42.5	0.0	2.7	100
Age 11-16: Girls	65.7	34.0	0.0	0.4	100

Assam

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	65.0	33.4	0.5	1.2	100
Age 7-16: All	65.8	31.4	0.6	2.2	100
Age 7-10: All	61.7	37.2	0.3	0.8	100
Age 7-10: Boys	58.7	40.3	0.6	0.3	100
Age 7-10: Girls	64.9	33.9	0.0	1.3	100
Age 11-14: All	68.4	29.3	0.7	1.6	100
Age 11-14: Boys	62.8	34.3	1.1	1.9	100
Age 11-14: Girls	74.4	24.1	0.2	1.3	100
Age 15-16: All	69.5	22.2	0.9	7.5	100
Age 15-16: Boys	68.5	22.3	0.0	9.2	100
Age 15-16: Girls	70.6	22.0	1.9	5.5	100

Bihar

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	76.9	18.0	1.2	3.9	100
Age 7-16: All	78.5	16.9	1.1	3.5	100
Age 7-10: All	75.7	18.8	1.6	3.9	100
Age 7-10: Boys	71.5	22.4	1.6	4.5	100
Age 7-10: Girls	80.2	14.9	1.7	3.3	100
Age 11-14: All	79.7	17.5	0.7	2.2	100
Age 11-14: Boys	75.8	21.8	0.6	1.9	100
Age 11-14: Girls	84.1	12.5	0.9	2.5	100
Age 15-16: All	82.1	10.9	1.0	6.0	100
Age 15-16: Boys	82.5	10.9	1.5	5.1	100
Age 15-16: Girls	81.9	10.9	0.3	7.0	100

Chhattisgarh

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	67.0	30.1	0.1	2.8	100
Age 7-16: All	68.9	27.1	0.1	4.0	100
Age 7-10: All	63.0	35.1	0.2	1.7	100
Age 7-10: Boys	61.7	35.7	0.3	2.2	100
Age 7-10: Girls	64.4	34.5	0.0	1.1	100
Age 11-14: All	73.5	24.1	0.0	2.4	100
Age 11-14: Boys	68.5	28.1	0.0	3.4	100
Age 11-14: Girls	78.1	20.4	0.0	1.5	100
Age 15-16: All	70.3	18.3	0.0	11.4	100
Age 15-16: Boys	58.4	27.7	0.0	13.9	100
Age 15-16: Girls	82.3	8.8	0.0	8.9	100

Gujarat

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	84.7	13.8	0.0	1.5	100
Age 7-16: All	81.9	15.5	0.0	2.6	100
Age 7-10: All	86.3	13.3	0.0	0.4	100
Age 7-10: Boys	86.0	13.2	0.0	0.7	100
Age 7-10: Girls	86.6	13.4	0.0	0.0	100
Age 11-14: All	83.3	14.7	0.0	2.0	100
Age 11-14: Boys	81.5	17.2	0.0	1.3	100
Age 11-14: Girls	85.4	11.8	0.0	2.8	100
Age 15-16: All	64.3	24.5	0.0	11.2	100
Age 15-16: Boys	63.1	31.9	0.0	5.0	100
Age 15-16: Girls	65.4	17.3	0.0	17.3	100

Annual Status of Education Report
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Facilitated by PRATHAM

SE1: % Children enrolled in school. By age group, sex and school type. 2020

Data is not presented where sample size is insufficient.

Haryana

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	46.9	48.9	0.5	3.7	100
Age 7-16: All	49.1	46.1	0.4	4.4	100
Age 7-10: All	44.6	52.2	0.6	2.6	100
Age 7-10: Boys	39.5	56.6	1.0	2.9	100
Age 7-10: Girls	50.4	47.2	0.3	2.1	100
Age 11-14: All	50.9	44.2	0.4	4.5	100
Age 11-14: Boys	48.0	47.5	0.7	3.9	100
Age 11-14: Girls	54.4	40.5	0.0	5.1	100
Age 15-16: All	54.7	36.9	0.0	8.4	100
Age 15-16: Boys	54.7	37.5	0.0	7.9	100
Age 15-16: Girls	55.1	35.7	0.0	9.2	100

Himachal Pradesh

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	54.1	44.3	0.6	1.0	100
Age 7-16: All	57.8	40.1	0.5	1.6	100
Age 7-10: All	49.2	49.5	0.6	0.8	100
Age 7-10: Boys	42.4	57.4	0.0	0.2	100
Age 7-10: Girls	56.8	40.7	1.2	1.4	100
Age 11-14: All	59.3	39.0	0.7	1.0	100
Age 11-14: Boys	56.1	42.1	0.2	1.6	100
Age 11-14: Girls	63.0	35.3	1.4	0.3	100
Age 15-16: All	70.9	24.8	0.0	4.3	100
Age 15-16: Boys	67.3	27.0	0.0	5.7	100
Age 15-16: Girls	74.0	22.9	0.0	3.2	100

Jharkhand

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	72.1	22.5	2.5	2.9	100
Age 7-16: All	70.7	23.6	2.4	3.4	100
Age 7-10: All	70.2	26.0	2.1	1.7	100
Age 7-10: Boys	70.4	25.2	2.2	2.1	100
Age 7-10: Girls	70.0	27.0	1.9	1.1	100
Age 11-14: All	72.4	20.8	3.3	3.6	100
Age 11-14: Boys	68.5	26.5	1.3	3.8	100
Age 11-14: Girls	76.4	14.9	5.3	3.5	100
Age 15-16: All	67.2	25.5	1.0	6.3	100
Age 15-16: Boys	64.2	29.9	1.1	4.8	100
Age 15-16: Girls	69.7	21.9	0.9	7.6	100

Jammu and Kashmir

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	52.3	45.0	0.3	2.4	100
Age 7-16: All	56.4	40.9	0.3	2.4	100
Age 7-10: All	46.3	51.2	0.3	2.2	100
Age 7-10: Boys	42.7	54.1	0.5	2.6	100
Age 7-10: Girls	50.4	47.9	0.0	1.6	100
Age 11-14: All	59.1	38.6	0.3	2.0	100
Age 11-14: Boys	53.2	45.6	0.5	0.7	100
Age 11-14: Girls	65.8	30.6	0.1	3.5	100
Age 15-16: All	71.3	24.7	0.2	3.7	100
Age 15-16: Boys	74.0	24.1	0.4	1.5	100
Age 15-16: Girls	68.4	25.5	0.0	6.1	100

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

Karnataka

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	68.6	25.0	0.2	6.2	100
Age 7-16: All	68.1	25.3	0.2	6.4	100
Age 7-10: All	67.0	26.8	0.1	6.1	100
Age 7-10: Boys	66.7	27.0	0.0	6.3	100
Age 7-10: Girls	67.2	26.7	0.2	6.0	100
Age 11-14: All	69.5	24.1	0.4	6.0	100
Age 11-14: Boys	65.7	27.7	0.4	6.2	100
Age 11-14: Girls	73.8	20.1	0.3	5.8	100
Age 15-16: All	66.9	25.2	0.1	7.7	100
Age 15-16: Boys	65.7	24.7	0.0	9.6	100
Age 15-16: Girls	68.0	25.7	0.2	6.1	100

Kerala

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	60.9	36.7	2.4	0.0	100
Age 7-16: All	63.0	31.1	2.5	3.4	100
Age 7-10: All	53.5	44.4	2.0	0.0	100
Age 7-10: Boys	49.6	48.8	1.6	0.0	100
Age 7-10: Girls	57.8	39.6	2.6	0.0	100
Age 11-16: All	69.5	21.9	2.8	5.8	100
Age 11-16: Boys	65.9	23.0	5.5	5.6	100
Age 11-16: Girls	72.5	21.0	0.4	6.0	100

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SE1: % Children enrolled in school. By age group, sex and school type. 2020

Data is not presented where sample size is insufficient.

Madhya Pradesh

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	65.2	30.2	0.9	3.7	100
Age 7-16: All	66.2	28.1	0.8	4.9	100
Age 7-10: All	61.4	34.7	1.1	2.8	100
Age 7-10: Boys	54.7	41.3	1.3	2.7	100
Age 7-10: Girls	67.9	28.3	0.8	2.9	100
Age 11-14: All	69.1	26.1	0.7	4.1	100
Age 11-14: Boys	65.5	28.4	1.0	5.2	100
Age 11-14: Girls	73.2	23.5	0.5	2.9	100
Age 15-16: All	69.4	19.6	0.4	10.7	100
Age 15-16: Boys	68.6	21.7	0.8	9.0	100
Age 15-16: Girls	70.6	17.2	0.0	12.2	100

Maharashtra

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	67.9	30.0	0.8	1.4	100
Age 7-16: All	61.7	35.5	1.0	1.8	100
Age 7-10: All	73.8	24.3	0.8	1.2	100
Age 7-10: Boys	71.4	26.6	0.7	1.3	100
Age 7-10: Girls	75.9	22.2	0.9	1.1	100
Age 11-14: All	62.4	36.1	0.9	0.6	100
Age 11-14: Boys	62.2	36.4	1.0	0.5	100
Age 11-14: Girls	62.7	35.9	0.8	0.7	100
Age 15-16: All	36.8	55.5	1.8	5.9	100
Age 15-16: Boys	40.0	52.5	2.3	5.1	100
Age 15-16: Girls	33.1	58.9	1.2	6.8	100

Manipur

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	11.7	83.4	0.8	4.1	100
Age 7-16: All	12.6	82.7	0.8	3.9	100
Age 7-10: All	10.7	84.8	1.2	3.4	100
Age 7-10: Boys	9.4	84.6	2.1	3.9	100
Age 7-10: Girls	11.9	85.0	0.3	2.8	100
Age 11-16: All	13.8	81.4	0.6	4.3	100
Age 11-16: Boys	16.0	78.0	0.5	5.5	100
Age 11-16: Girls	11.6	84.6	0.6	3.2	100

Meghalaya

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	37.9	50.5	0.0	11.6	100
Age 7-16: All	39.0	50.2	0.0	10.9	100
Age 7-10: All	33.5	60.4	0.0	6.0	100
Age 7-10: Boys	45.4	51.8	0.0	2.8	100
Age 7-10: Girls	23.5	67.7	0.0	8.8	100
Age 11-16: All	42.3	43.9	0.0	13.8	100
Age 11-16: Boys	40.3	46.7	0.0	13.0	100
Age 11-16: Girls	43.7	42.0	0.0	14.3	100

Nagaland

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	30.5	63.0	0.7	5.9	100
Age 7-16: All	31.3	62.7	0.6	5.5	100
Age 7-10: All	24.6	70.1	1.1	4.2	100
Age 7-10: Boys	23.6	73.5	0.0	2.9	100
Age 7-10: Girls	25.7	66.4	2.3	5.7	100
Age 11-16: All	35.6	57.8	0.3	6.3	100
Age 11-16: Boys	35.8	57.4	0.5	6.3	100
Age 11-16: Girls	35.2	58.4	0.0	6.3	100

Odisha

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	81.5	16.5	0.1	1.9	100
Age 7-16: All	79.2	14.9	0.1	5.8	100
Age 7-10: All	78.1	21.2	0.1	0.7	100
Age 7-10: Boys	74.7	24.6	0.1	0.7	100
Age 7-10: Girls	81.6	17.7	0.0	0.7	100
Age 11-14: All	85.8	12.5	0.2	1.4	100
Age 11-14: Boys	82.7	16.4	0.0	0.9	100
Age 11-14: Girls	89.1	8.6	0.4	1.9	100
Age 15-16: All	65.0	7.4	0.0	27.5	100
Age 15-16: Boys	67.9	10.0	0.0	22.1	100
Age 15-16: Girls	61.6	4.4	0.0	34.1	100

State estimates

SE1: % Children enrolled in school. By age group, sex and school type. 2020

Data is not presented where sample size is insufficient.

Punjab

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	46.4	52.1	0.1	1.5	100
Age 7-16: All	49.5	48.6	0.1	1.8	100
Age 7-10: All	42.6	55.9	0.0	1.5	100
Age 7-10: Boys	38.6	59.9	0.0	1.4	100
Age 7-10: Girls	47.5	50.9	0.0	1.6	100
Age 11-14: All	50.3	48.3	0.1	1.4	100
Age 11-14: Boys	48.0	50.3	0.0	1.7	100
Age 11-14: Girls	53.1	45.7	0.3	1.0	100
Age 15-16: All	61.2	35.1	0.3	3.5	100
Age 15-16: Boys	59.0	36.9	0.5	3.6	100
Age 15-16: Girls	64.0	32.8	0.0	3.3	100

Rajasthan

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	56.7	36.6	0.1	6.7	100
Age 7-16: All	58.2	34.6	0.1	7.2	100
Age 7-10: All	54.9	38.0	0.1	7.1	100
Age 7-10: Boys	51.9	41.1	0.0	7.0	100
Age 7-10: Girls	58.7	34.1	0.1	7.2	100
Age 11-14: All	59.2	35.0	0.1	5.7	100
Age 11-14: Boys	53.9	41.3	0.1	4.8	100
Age 11-14: Girls	65.9	27.3	0.0	6.8	100
Age 15-16: All	62.5	26.7	0.0	10.8	100
Age 15-16: Boys	57.7	32.8	0.0	9.4	100
Age 15-16: Girls	68.5	19.0	0.0	12.5	100

Tamil Nadu

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	64.6	27.5	1.6	6.2	100
Age 7-16: All	67.9	25.2	1.8	5.0	100
Age 7-10: All	60.4	29.0	1.9	8.7	100
Age 7-10: Boys	56.4	30.5	2.3	10.8	100
Age 7-10: Girls	65.0	27.2	1.5	6.2	100
Age 11-14: All	72.2	23.1	1.7	3.0	100
Age 11-14: Boys	66.1	29.3	2.1	2.6	100
Age 11-14: Girls	78.5	16.8	1.3	3.4	100
Age 15-16: All	73.9	22.2	1.8	2.2	100
Age 15-16: Boys	72.8	24.5	0.5	2.2	100
Age 15-16: Girls	74.8	20.1	3.0	2.1	100

Telangana

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	54.8	40.1	0.8	4.4	100
Age 7-16: All	56.6	37.4	0.8	5.2	100
Age 7-10: All	48.1	48.2	0.5	3.3	100
Age 7-10: Boys	45.8	49.8	0.2	4.2	100
Age 7-10: Girls	50.5	46.4	0.7	2.4	100
Age 11-16: All	62.2	30.3	1.1	6.4	100
Age 11-16: Boys	58.2	34.8	0.7	6.4	100
Age 11-16: Girls	67.0	25.0	1.6	6.5	100

Uttar Pradesh

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	49.6	39.4	0.7	10.2	100
Age 7-16: All	47.2	41.8	0.6	10.4	100
Age 7-10: All	51.2	37.8	0.8	10.2	100
Age 7-10: Boys	48.3	41.0	0.6	10.2	100
Age 7-10: Girls	54.9	33.8	1.0	10.3	100
Age 11-14: All	47.5	43.0	0.5	9.0	100
Age 11-14: Boys	45.7	45.4	0.7	8.3	100
Age 11-14: Girls	49.8	40.1	0.3	9.8	100
Age 15-16: All	38.1	48.0	0.3	13.6	100
Age 15-16: Boys	37.7	51.3	0.5	10.5	100
Age 15-16: Girls	38.6	44.1	0.1	17.3	100

Uttarakhand

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	50.3	43.8	2.0	3.9	100
Age 7-16: All	51.4	42.1	1.9	4.6	100
Age 7-10: All	44.0	50.9	2.4	2.7	100
Age 7-10: Boys	37.6	55.1	2.6	4.7	100
Age 7-10: Girls	52.0	45.6	2.2	0.2	100
Age 11-14: All	54.9	38.9	1.6	4.6	100
Age 11-14: Boys	47.7	46.9	1.0	4.5	100
Age 11-14: Girls	64.2	29.1	2.4	4.4	100
Age 15-16: All	56.4	34.0	1.4	8.2	100
Age 15-16: Boys	49.7	43.3	1.3	5.7	100
Age 15-16: Girls	63.9	23.7	1.5	11.0	100

SE1: % Children enrolled in school. By age group, sex and school type. 2020

Data is not presented where sample size is insufficient.

West Bengal					
Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	88.3	10.1	1.0	0.6	100
Age 7-16: All	89.0	8.4	1.0	1.6	100
Age 7-10: All	83.9	15.0	0.9	0.2	100
Age 7-10: Boys	80.7	17.9	1.0	0.4	100
Age 7-10: Girls	87.1	12.2	0.7	0.0	100
Age 11-14: All	93.8	4.4	0.9	1.0	100
Age 11-14: Boys	92.6	4.4	1.2	1.9	100
Age 11-14: Girls	95.0	4.4	0.6	0.0	100
Age 15-16: All	88.7	3.7	1.3	6.2	100
Age 15-16: Boys	86.7	3.3	1.1	8.9	100
Age 15-16: Girls	90.8	4.1	1.6	3.6	100

SE2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-V in Andhra Pradesh in 2018, 54.3% were enrolled in government schools. In comparison, of all girls enrolled in Std I-V, 62% were enrolled in government schools. In 2020, 62.7% of boys in Std I-V are enrolled in government schools and 68% of girls in Std I-V are enrolled in government schools.

Andhra Pradesh												
Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-V	54.3	45.7	100	62.0	38.0	100	62.7	37.3	100	68.0	32.0	100
Std VI-XII	66.9	33.1	100	69.7	30.3	100	74.4	25.6	100	80.5	19.5	100
All	60.2	39.8	100	65.7	34.3	100	68.8	31.3	100	75.2	24.8	100

Arunachal Pradesh												
Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-V	53.6	46.4	100	58.3	41.7	100	50.4	49.6	100	48.3	51.7	100
Std VI-XII	68.2	31.9	100	71.8	28.2	100	56.1	43.9	100	57.9	42.1	100
All	59.4	40.7	100	63.9	36.1	100	52.9	47.2	100	53.7	46.3	100

Assam												
Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	61.4	38.6	100	68.7	31.3	100	62.5	37.5	100	59.8	40.2	100
Std III-V	68.7	31.3	100	74.6	25.4	100	57.9	42.1	100	70.8	29.2	100
Std VI-VIII	70.9	29.1	100	76.3	23.7	100	68.6	31.5	100	78.6	21.4	100
Std IX & above	73.9	26.1	100	74.7	25.3	100	71.6	28.4	100	73.1	26.9	100
All	68.6	31.4	100	74.1	25.9	100	64.7	35.4	100	71.2	28.8	100

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-II in Bihar in 2018, 66.5% were enrolled in government schools. In comparison, of all girls enrolled in Std I-II, 75.1% were enrolled in government schools. In 2020, 70.6% of boys in Std I-II are enrolled in government schools and 83.5% of girls in Std I-II are enrolled in government schools.

Bihar												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	66.5	33.5	100	75.1	24.9	100	70.6	29.4	100	83.5	16.5	100
Std III-V	75.6	24.4	100	85.5	14.5	100	76.1	24.0	100	82.9	17.1	100
Std VI-VIII	85.6	14.4	100	92.1	7.9	100	80.3	19.7	100	91.3	8.8	100
Std IX & above	91.3	8.7	100	95.3	4.7	100	89.7	10.3	100	87.6	12.4	100
All	78.4	21.6	100	86.8	13.2	100	79.0	21.0	100	86.4	13.6	100

Chhattisgarh												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	68.0	32.0	100	71.3	28.7	100	52.8	47.2	100	56.6	43.5	100
Std III-V	75.1	24.9	100	78.8	21.2	100	61.9	38.1	100	65.6	34.4	100
Std VI-VIII	79.8	20.2	100	84.3	15.7	100	72.3	27.7	100	80.9	19.1	100
Std IX & above	80.5	19.5	100	85.9	14.1	100	69.6	30.5	100	87.9	12.1	100
All	76.0	24.0	100	80.7	19.3	100	65.2	34.8	100	74.4	25.6	100

Gujarat												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	83.5	16.6	100	89.3	10.7	100	84.8	15.2	100	84.2	15.8	100
Std III-V	84.0	16.0	100	88.7	11.3	100	86.9	13.1	100	88.8	11.2	100
Std VI-VIII	87.6	12.4	100	91.3	8.7	100	82.6	17.4	100	92.4	7.6	100
Std IX & above	76.1	23.9	100	75.8	24.2	100	72.8	27.2	100	75.4	24.6	100
All	83.3	16.7	100	87.2	12.8	100	82.7	17.3	100	86.2	13.8	100

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-II in Haryana in 2018, 31.4% were enrolled in government schools. In comparison, of all girls enrolled in Std I-II, 41.6% were enrolled in government schools. In 2020, 37.7% of boys in Std I-II are enrolled in government schools and 36% of girls in Std I-II are enrolled in government schools.

Haryana												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	31.4	68.6	100	41.6	58.4	100	37.7	62.3	100	36.0	64.0	100
Std III-V	36.9	63.1	100	47.6	52.4	100	44.8	55.2	100	55.0	45.0	100
Std VI-VIII	41.0	59.0	100	54.2	45.8	100	49.2	50.8	100	55.5	44.5	100
Std IX & above	43.9	56.1	100	57.7	42.3	100	59.9	40.1	100	60.3	39.7	100
All	38.2	61.8	100	50.4	49.7	100	48.3	51.7	100	53.3	46.7	100

Himachal Pradesh												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	44.4	55.6	100	50.0	50.0	100	30.4	69.6	100	42.3	57.7	100
Std III-V	52.0	48.0	100	59.3	40.7	100	47.1	52.9	100	58.8	41.3	100
Std VI-VIII	61.0	39.0	100	66.4	33.6	100	53.1	46.9	100	65.3	34.7	100
Std IX & above	74.0	26.0	100	79.0	21.0	100	70.6	29.4	100	72.7	27.3	100
All	58.8	41.3	100	64.9	35.1	100	52.3	47.7	100	62.9	37.1	100

Jammu and Kashmir												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	48.4	51.6	100	56.0	44.0	100	38.1	61.9	100	41.7	58.3	100
Std III-V	51.9	48.1	100	60.7	39.3	100	47.5	52.5	100	55.6	44.5	100
Std VI-VIII	60.1	39.9	100	65.1	34.9	100	54.5	45.5	100	76.2	23.8	100
Std IX & above	73.7	26.3	100	80.0	20.0	100	76.0	24.0	100	68.1	31.9	100
All	57.3	42.7	100	64.7	35.3	100	53.5	46.6	100	61.3	38.7	100

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-II in Jharkhand in 2018, 67.7% were enrolled in government schools. In comparison, of all girls enrolled in Std I-II, 76% were enrolled in government schools. In 2020, 64.1% of boys in Std I-II are enrolled in government schools and 71.7% of girls in Std I-II are enrolled in government schools.

Jharkhand												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	67.7	32.3	100	76.0	24.0	100	64.1	35.9	100	71.7	28.3	100
Std III-V	75.0	25.0	100	82.3	17.7	100	72.0	28.0	100	77.2	22.8	100
Std VI-VIII	81.2	18.8	100	84.5	15.5	100	78.2	21.8	100	84.4	15.6	100
Std IX & above	76.7	23.4	100	78.7	21.3	100	73.6	26.4	100	80.9	19.1	100
All	75.1	24.9	100	80.9	19.1	100	72.3	27.7	100	79.1	20.9	100

Karnataka												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	59.0	41.0	100	66.7	33.3	100	74.1	26.0	100	73.2	26.8	100
Std III-V	65.8	34.2	100	76.2	23.8	100	70.1	30.0	100	72.6	27.4	100
Std VI-VIII	69.8	30.2	100	78.7	21.3	100	71.6	28.4	100	78.7	21.3	100
Std IX & above	69.7	30.3	100	71.8	28.2	100	71.8	28.2	100	74.4	25.6	100
All	66.2	33.8	100	74.2	25.8	100	71.6	28.4	100	75.1	24.9	100

Kerala												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-V	43.4	56.6	100	50.4	49.6	100	45.4	54.6	100	57.5	42.6	100
Std VI-XII	57.2	42.8	100	59.3	40.7	100	74.9	25.1	100	78.9	21.1	100
All	50.7	49.3	100	55.0	45.1	100	59.8	40.2	100	69.8	30.3	100

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-II in Madhya Pradesh in 2018, 57.8% were enrolled in government schools. In comparison, of all girls enrolled in Std I-II, 65.5% were enrolled in government schools. In 2020, 57.8% of boys in Std I-II are enrolled in government schools and 64.9% of girls in Std I-II are enrolled in government schools.

Madhya Pradesh												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	57.8	42.3	100	65.5	34.5	100	57.8	42.2	100	64.9	35.1	100
Std III-V	64.1	35.9	100	72.6	27.4	100	59.0	41.0	100	69.7	30.3	100
Std VI-VIII	69.6	30.5	100	79.9	20.1	100	67.4	32.6	100	76.7	23.3	100
Std IX & above	76.4	23.6	100	83.2	16.8	100	78.1	21.9	100	81.9	18.1	100
All	66.8	33.2	100	75.3	24.7	100	65.9	34.1	100	74.1	25.9	100

Maharashtra												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	72.3	27.8	100	78.1	21.9	100	73.6	26.4	100	78.7	21.3	100
Std III-V	68.7	31.3	100	76.0	24.0	100	72.2	27.8	100	77.1	22.9	100
Std VI-VIII	41.0	59.0	100	46.9	53.1	100	64.0	36.0	100	63.1	36.9	100
Std IX & above	22.0	78.0	100	21.3	78.7	100	43.2	56.8	100	39.4	60.6	100
All	53.2	46.8	100	57.3	42.7	100	63.8	36.2	100	65.0	35.0	100

Manipur												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-V	28.1	71.9	100	30.6	69.5	100	9.1	90.9	100	13.7	86.3	100
Std VI-XII	24.2	75.9	100	27.7	72.3	100	17.9	82.1	100	11.5	88.5	100
All	26.5	73.6	100	29.3	70.7	100	13.4	86.6	100	12.6	87.4	100

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-V in Meghalaya in 2018, 36.4% were enrolled in government schools. In comparison, of all girls enrolled in Std I-V, 37.7% were enrolled in government schools. In 2020, 46.7% of boys in Std I-V are enrolled in government schools and 35.1% of girls in Std I-V are enrolled in government schools.

Meghalaya												
Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-V	36.4	63.6	100	37.7	62.3	100	46.7	53.3	100	35.1	64.9	100
Std VI-XII	34.5	65.5	100	32.9	67.1	100	43.9	56.1	100	48.3	51.7	100
All	35.7	64.3	100	35.7	64.3	100	45.6	54.4	100	40.6	59.4	100

Nagaland												
Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-V	49.9	50.1	100	50.2	49.9	100	29.3	70.7	100	33.2	66.9	100
Std VI-XII	41.6	58.4	100	48.1	51.9	100	36.4	63.6	100	36.8	63.2	100
All	46.7	53.3	100	49.3	50.7	100	32.6	67.5	100	35.0	65.0	100

Odisha												
Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	75.9	24.1	100	80.8	19.2	100	69.9	30.2	100	73.9	26.1	100
Std III-V	84.5	15.5	100	88.8	11.2	100	75.8	24.2	100	84.1	15.9	100
Std VI-VIII	90.5	9.6	100	93.5	6.5	100	85.4	14.6	100	92.1	8.0	100
Std IX & above	92.9	7.1	100	93.6	6.4	100	88.2	11.8	100	93.2	6.8	100
All	86.2	13.8	100	89.7	10.3	100	80.7	19.3	100	86.7	13.3	100

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-II in Punjab in 2018, 33.6% were enrolled in government schools. In comparison, of all girls enrolled in Std I-II, 35.9% were enrolled in government schools. In 2020, 35.5% of boys in Std I-II are enrolled in government schools and 40.7% of girls in Std I-II are enrolled in government schools.

Punjab												
Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	33.6	66.4	100	35.9	64.1	100	35.5	64.5	100	40.7	59.3	100
Std III-V	40.9	59.1	100	46.9	53.1	100	39.4	60.6	100	46.6	53.4	100
Std VI-VIII	49.4	50.6	100	58.4	41.6	100	48.4	51.6	100	56.0	44.0	100
Std IX & above	57.4	42.6	100	59.1	40.9	100	61.8	38.2	100	66.0	34.0	100
All	45.7	54.4	100	51.1	48.9	100	47.5	52.5	100	53.8	46.2	100

Rajasthan												
Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	52.8	47.2	100	63.0	37.0	100	50.7	49.3	100	63.0	37.0	100
Std III-V	55.4	44.6	100	67.2	32.8	100	55.3	44.7	100	64.5	35.5	100
Std VI-VIII	59.1	40.9	100	70.7	29.3	100	58.3	41.7	100	70.7	29.3	100
Std IX & above	60.9	39.1	100	72.4	27.7	100	63.6	36.5	100	76.9	23.1	100
All	56.9	43.1	100	68.2	31.8	100	57.4	42.6	100	69.2	30.8	100

Tamil Nadu												
Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	53.2	46.8	100	59.5	40.6	100	44.8	55.2	100	52.1	47.9	100
Std III-V	61.1	38.9	100	68.3	31.7	100	68.0	32.1	100	74.7	25.3	100
Std VI-VIII	69.3	30.7	100	75.0	25.0	100	68.6	31.4	100	80.3	19.7	100
Std IX & above	72.7	27.3	100	78.0	22.0	100	73.5	26.5	100	79.6	20.4	100
All	64.6	35.5	100	71.1	28.9	100	66.7	33.3	100	74.6	25.4	100

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-V in Telangana in 2018, 44.1% were enrolled in government schools. In comparison, of all girls enrolled in Std I-V, 51.9% were enrolled in government schools. In 2020, 42.6% of boys in Std I-V are enrolled in government schools and 53.3% of girls in Std I-V are enrolled in government schools.

Telangana												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-V	44.1	55.9	100	51.9	48.1	100	42.6	57.4	100	53.3	46.7	100
Std VI-XII	67.6	32.4	100	71.7	28.3	100	69.3	30.7	100	73.4	26.6	100
All	55.3	44.7	100	61.6	38.4	100	55.8	44.3	100	63.4	36.6	100

Uttar Pradesh												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	44.2	55.8	100	50.9	49.1	100	53.5	46.5	100	57.1	42.9	100
Std III-V	43.5	56.5	100	53.9	46.1	100	57.1	43.0	100	63.9	36.1	100
Std VI-VIII	43.5	56.5	100	52.0	48.1	100	51.3	48.7	100	63.9	36.2	100
Std IX & above	31.1	69.0	100	29.4	70.6	100	42.8	57.2	100	38.5	61.5	100
All	41.8	58.2	100	48.4	51.6	100	51.9	48.1	100	57.2	42.8	100

Uttarakhand												
	ASER 2018						ASER 2020					
Std	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-V	45.8	54.2	100	50.5	49.5	100	42.8	57.2	100	49.1	50.9	100
Std VI-XII	63.3	36.7	100	71.5	28.5	100	50.5	49.5	100	72.9	27.1	100
All	54.6	45.4	100	61.5	38.5	100	47.2	52.8	100	62.8	37.3	100

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

State estimates

SE2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-II in West Bengal in 2018, 83.9% were enrolled in government schools. In comparison, of all girls enrolled in Std I-II, 83.4% were enrolled in government schools. In 2020, 72.9% of boys in Std I-II are enrolled in government schools and 78.5% of girls in Std I-II are enrolled in government schools.

Std	West Bengal											
	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	83.9	16.1	100	83.4	16.6	100	72.9	27.1	100	78.5	21.5	100
Std III-V	89.2	10.8	100	91.3	8.7	100	88.9	11.1	100	91.8	8.2	100
Std VI-VIII	96.9	3.1	100	98.0	2.0	100	95.9	4.1	100	93.5	6.5	100
Std IX & above	97.5	2.6	100	98.2	1.8	100	99.3	0.7	100	97.6	2.4	100
All	91.4	8.6	100	92.7	7.3	100	89.6	10.5	100	91.1	8.9	100

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE3: Distribution of enrolled children. By school type, mother's and father's education level. 2020

Data is not presented where sample size is insufficient.

This table presents the education level of parents of children enrolled in government and private schools, separately for mothers and fathers. For example, in Andhra Pradesh, of all children in government schools, 31.6% had mothers with no schooling; 22% had mothers with 1-5 years of schooling; 18% had mothers with 6-8 years of schooling; 18.6% had mothers with 9-10 years of schooling; and 9.7% had mothers with 11 or more years of schooling.

Andhra Pradesh

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	31.6	16.9	27.5	26.0	7.1	20.8
Std I-V	22.0	9.7	18.6	19.6	17.3	18.9
Std VI-VIII	18.0	14.4	17.0	19.3	15.0	18.1
Std IX-X	18.6	36.4	23.6	19.2	28.6	21.8
Std XI & above	9.7	22.7	13.3	16.0	32.0	20.3
Total	100	100	100	100	100	100

Arunachal Pradesh

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	37.9	21.3	30.0	24.8	20.9	22.9
Std I-V	8.5	13.6	10.9	8.4	7.2	7.8
Std VI-VIII	18.0	23.5	20.6	14.4	11.3	12.9
Std IX-X	26.3	25.2	25.8	22.6	21.9	22.3
Std XI & above	9.3	16.5	12.7	29.8	38.8	34.1
Total	100	100	100	100	100	100

Assam

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	21.7	9.5	17.8	18.4	7.9	15.1
Std I-V	19.0	10.8	16.4	16.0	7.2	13.2
Std VI-VIII	21.6	15.0	19.5	20.9	17.0	19.7
Std IX-X	31.7	41.2	34.7	31.9	33.1	32.3
Std XI & above	6.0	23.6	11.6	12.7	34.8	19.8
Total	100	100	100	100	100	100

Bihar

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	47.2	29.1	44.1	23.3	10.6	21.1
Std I-V	13.6	13.6	13.6	11.1	7.5	10.5
Std VI-VIII	16.0	12.9	15.5	16.7	13.2	16.1
Std IX-X	15.3	22.2	16.5	29.6	28.1	29.3
Std XI & above	8.0	22.3	10.4	19.4	40.8	23.1
Total	100	100	100	100	100	100

Chhattisgarh

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	34.5	8.0	26.5	14.1	2.7	10.7
Std I-V	23.3	7.8	18.6	23.2	4.9	17.7
Std VI-VIII	24.3	23.5	24.0	26.6	14.2	22.9
Std IX-X	10.9	24.3	14.9	20.2	22.9	21.0
Std XI & above	7.1	36.5	16.0	15.8	55.4	27.6
Total	100	100	100	100	100	100

Gujarat

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	20.2	13.8	19.2	6.7	2.4	6.0
Std I-V	23.6	12.7	21.9	15.5	5.6	13.9
Std VI-VIII	22.0	18.2	21.4	20.3	17.2	19.9
Std IX-X	21.2	27.7	22.2	29.0	31.6	29.4
Std XI & above	13.0	27.7	15.3	28.5	43.2	30.8
Total	100	100	100	100	100	100

SE3: Distribution of enrolled children. By school type, mother's and father's education level. 2020

Data is not presented where sample size is insufficient.

This table presents the education level of parents of children enrolled in government and private schools, separately for mothers and fathers. For example, in Haryana, of all children in government schools, 34.2 % had mothers with no schooling; 21.9% had mothers with 1-5 years of schooling; 22.2% had mothers with 6-8 years of schooling; 12.4% had mothers with 9-10 years of schooling; and 9.3% had mothers with 11 or more years of schooling.

Haryana

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	34.2	12.5	23.4	15.7	6.1	11.0
Std I-V	21.9	7.9	14.9	15.7	3.1	9.5
Std VI-VIII	22.2	20.7	21.4	24.4	11.0	17.8
Std IX-X	12.4	24.8	18.5	19.1	26.7	22.8
Std XI & above	9.3	34.2	21.7	25.2	53.1	38.9
Total	100	100	100	100	100	100

Himachal Pradesh

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	8.4	1.4	5.4	4.2	0.6	2.7
Std I-V	12.9	2.7	8.6	11.0	1.3	6.8
Std VI-VIII	23.0	4.3	15.0	19.2	5.9	13.5
Std IX-X	28.3	25.5	27.1	32.4	28.1	30.6
Std XI & above	27.4	66.2	43.9	33.2	64.2	46.5
Total	100	100	100	100	100	100

Jammu and Kashmir

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	62.0	40.1	52.7	27.9	10.6	20.5
Std I-V	6.4	8.0	7.1	7.2	2.9	5.4
Std VI-VIII	14.5	9.7	12.5	18.8	15.4	17.3
Std IX-X	11.2	19.3	14.6	28.6	34.2	31.0
Std XI & above	6.0	22.9	13.2	17.6	36.9	25.9
Total	100	100	100	100	100	100

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

Jharkhand

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	46.0	30.2	42.1	24.6	11.4	21.3
Std I-V	18.3	8.7	16.0	14.6	4.8	12.2
Std VI-VIII	14.6	13.6	14.4	17.6	21.8	18.6
Std IX-X	14.3	29.8	18.1	29.3	34.0	30.5
Std XI & above	6.9	17.7	9.5	14.0	28.0	17.5
Total	100	100	100	100	100	100

Karnataka

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	31.2	13.9	26.5	23.4	13.6	20.8
Std I-V	15.7	7.3	13.4	15.9	6.4	13.4
Std VI-VIII	19.9	16.1	18.9	20.5	16.6	19.4
Std IX-X	23.0	37.0	26.8	26.9	31.6	28.2
Std XI & above	10.2	25.6	14.4	13.3	31.7	18.3
Total	100	100	100	100	100	100

Kerala

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	0.0	0.0	0.0	0.8	0.0	0.5
Std I-V	3.3	0.8	2.4	5.3	1.2	3.8
Std VI-VIII	7.7	3.3	6.2	12.3	14.5	13.0
Std IX-X	39.7	22.5	33.7	53.8	40.8	49.2
Std XI & above	49.3	73.5	57.7	27.9	43.6	33.4
Total	100	100	100	100	100	100

SE3: Distribution of enrolled children. By school type, mother's and father's education level. 2020

Data is not presented where sample size is insufficient.

This table presents the education level of parents of children enrolled in government and private schools, separately for mothers and fathers. For example, in Madhya Pradesh, of all children in government schools, 40.4% had mothers with no schooling; 26.6% had mothers with 1-5 years of schooling; 18.7% had mothers with 6-8 years of schooling; 10.4% had mothers with 9-10 years of schooling; and 3.9% had mothers with 11 or more years of schooling.

Madhya Pradesh	Mother			Father		
Parents' education level	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	40.4	25.5	35.9	17.9	8.4	15.0
Std I-V	26.6	15.5	23.3	18.2	10.1	15.7
Std VI-VIII	18.7	27.1	21.2	28.5	21.4	26.3
Std IX-X	10.4	18.5	12.9	20.5	28.7	23.0
Std XI & above	3.9	13.4	6.7	14.9	31.5	20.0
Total	100	100	100	100	100	100

Maharashtra	Mother			Father		
Parents' education level	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	11.3	8.3	10.2	5.9	4.5	5.4
Std I-V	12.8	10.3	11.9	10.2	7.2	9.2
Std VI-VIII	21.0	21.3	21.1	17.2	12.7	15.6
Std IX-X	36.0	35.8	35.9	34.1	33.7	34.0
Std XI & above	18.9	24.3	20.8	32.6	42.0	35.9
Total	100	100	100	100	100	100

Manipur	Mother			Father		
Parents' education level	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	14.3	17.0	16.7	11.0	9.9	10.1
Std I-V	17.4	7.0	8.3	4.9	4.0	4.1
Std VI-VIII	10.2	16.0	15.3	11.2	11.9	11.8
Std IX-X	36.1	34.6	34.8	30.7	32.8	32.5
Std XI & above	22.0	25.4	25.0	42.2	41.3	41.5
Total	100	100	100	100	100	100

Meghalaya	Mother			Father		
Parents' education level	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	34.4	21.8	27.0	45.1	31.5	37.5
Std I-V	37.8	24.9	30.3	19.7	19.5	19.6
Std VI-VIII	13.7	25.0	20.3	8.7	11.6	10.3
Std IX-X	8.0	17.9	13.8	16.6	23.2	20.3
Std XI & above	6.1	10.5	8.7	9.9	14.2	12.3
Total	100	100	100	100	100	100

Nagaland	Mother			Father		
Parents' education level	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	30.1	15.9	20.7	29.0	11.0	17.1
Std I-V	15.8	11.1	12.7	10.8	10.4	10.5
Std VI-VIII	24.8	34.8	31.4	21.2	21.4	21.3
Std IX-X	21.2	26.0	24.4	29.2	38.2	35.1
Std XI & above	8.1	12.3	10.8	9.9	19.0	15.9
Total	100	100	100	100	100	100

Odisha	Mother			Father		
Parents' education level	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	17.5	2.5	15.1	10.6	3.0	9.3
Std I-V	20.5	7.1	18.3	19.9	3.8	17.2
Std VI-VIII	21.6	13.5	20.3	17.7	11.8	16.7
Std IX-X	31.7	51.9	34.9	34.1	44.9	35.9
Std XI & above	8.8	25.1	11.4	17.8	36.6	20.9
Total	100	100	100	100	100	100

SE3: Distribution of enrolled children. By school type, mother's and father's education level. 2020

Data is not presented where sample size is insufficient.

This table presents the education level of parents of children enrolled in government and private schools, separately for mothers and fathers. For example, in Punjab, of all children in government schools, 31.1% had mothers with no schooling; 19.3% had mothers with 1-5 years of schooling; 23.9% had mothers with 6-8 years of schooling; 16.8% had mothers with 9-10 years of schooling; and 8.9% had mothers with 11 or more years of schooling.

Punjab

Parents' education level	Mother % Children in			Father % Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	31.1	8.8	20.0	26.1	7.7	16.9
Std I-V	19.3	7.7	13.5	13.2	6.2	9.7
Std VI-VIII	23.9	19.3	21.6	20.2	11.6	15.9
Std IX-X	16.8	25.9	21.3	26.0	33.1	29.5
Std XI & above	8.9	38.4	23.6	14.5	41.4	27.9
Total	100	100	100	100	100	100

Rajasthan

Parents' education level	Mother % Children in			Father % Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	64.9	44.1	57.1	24.3	11.7	19.6
Std I-V	16.1	18.3	17.0	18.5	10.3	15.4
Std VI-VIII	11.7	17.0	13.7	24.9	22.8	24.1
Std IX-X	4.7	9.6	6.5	18.9	25.4	21.3
Std XI & above	2.6	11.0	5.8	13.3	29.8	19.5
Total	100	100	100	100	100	100

Tamil Nadu

Parents' education level	Mother % Children in			Father % Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	14.3	1.6	10.5	15.4	7.1	12.9
Std I-V	17.1	5.8	13.8	18.4	5.3	14.5
Std VI-VIII	25.2	18.9	23.3	21.5	12.6	18.8
Std IX-X	29.6	25.0	28.2	31.7	29.8	31.2
Std XI & above	13.9	48.6	24.2	13.0	45.2	22.7
Total	100	100	100	100	100	100

Telangana

Parents' education level	Mother % Children in			Father % Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	45.5	22.0	35.9	32.6	10.3	23.4
Std I-V	15.6	6.7	11.9	8.9	8.9	8.9
Std VI-VIII	15.1	14.0	14.7	18.2	10.7	15.1
Std IX-X	15.5	30.0	21.4	25.8	32.8	28.7
Std XI & above	8.4	27.4	16.1	14.6	37.3	24.0
Total	100	100	100	100	100	100

Uttar Pradesh

Parents' education level	Mother % Children in			Father % Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	53.2	35.0	44.9	24.9	13.0	19.5
Std I-V	15.2	11.8	13.7	14.0	7.0	10.8
Std VI-VIII	15.8	18.2	16.9	22.4	14.1	18.6
Std IX-X	9.0	11.9	10.3	20.8	28.1	24.1
Std XI & above	6.9	23.0	14.2	18.0	37.9	27.1
Total	100	100	100	100	100	100

Uttarakhand

Parents' education level	Mother % Children in			Father % Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	26.4	20.0	23.5	9.5	9.6	9.5
Std I-V	20.0	13.8	17.1	7.8	8.0	7.9
Std VI-VIII	25.2	14.3	20.2	21.4	11.4	16.8
Std IX-X	14.0	16.6	15.2	35.9	25.5	31.1
Std XI & above	14.5	35.3	24.0	25.4	45.5	34.7
Total	100	100	100	100	100	100

SE3: Distribution of enrolled children. By school type, mother's and father's education level. 2020

Data is not presented where sample size is insufficient.

This table presents the education level of parents of children enrolled in government and private schools, separately for mothers and fathers. For example, in West Bengal, of all children in government schools, 15.1% had mothers with no schooling; 22.5% had mothers with 1-5 years of schooling; 28.8% had mothers with 6-8 years of schooling; 23.6% had mothers with 9-10 years of schooling; and 10% had mothers with 11 or more years of schooling.

Parents' education level	West Bengal					
	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	15.1	8.2	14.5	15.1	11.9	14.8
Std I-V	22.5	8.0	21.1	24.2	3.8	22.2
Std VI-VIII	28.8	22.3	28.2	26.1	25.3	26.0
Std IX-X	23.6	40.5	25.2	20.3	28.9	21.1
Std XI & above	10.0	21.0	11.1	14.4	30.1	15.9
Total	100	100	100	100	100	100

SE4: Distribution of enrolled children. By parents' education and household resources. 2020

Data is not presented where sample size is insufficient.

Parents' education has been categorised as follows: 'low' parental education includes families where both parents have completed Std V or less (including no schooling); 'high' parental education includes families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

This table shows the distribution of children by parents' education and, for each level of parents' education, the proportion of children living in households with smartphones and the proportion of children enrolled in government schools. For example, in Andhra Pradesh, 26.8% of children had parents in the 'low' education category. Of these children, 42.6% lived in households with smartphones and 90.9% were enrolled in government schools.

Andhra Pradesh		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	26.8	42.6	90.9
Medium	50.1	65.4	70.0
High	23.2	80.7	56.5
All	100	62.9	72.5

Arunachal Pradesh		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low			
Medium	45.5	82.9	47.9
High	31.9	98.6	50.4
All	100	82.0	52.4

Assam		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	19.7	47.4	83.9
Medium	44.2	58.3	75.1
High	36.2	71.6	50.9
All	100	61.0	68.1

Bihar		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	27.9	40.0	90.1
Medium	48.7	50.3	85.2
High	23.5	66.8	69.9
All	100	51.3	83.0

Chhattisgarh		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	21.6	64.0	95.6
Medium	52.0	71.1	76.4
High	26.5	93.4	35.7
All	100	75.5	69.8

Gujarat		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	16.4	69.6	93.2
Medium	50.2	81.9	87.6
High	33.4	94.5	75.1
All	100	84.1	84.3

SE4: Distribution of enrolled children. By parents' education and household resources. 2020

Data is not presented where sample size is insufficient.

Parents' education has been categorised as follows: 'low' parental education includes families where both parents have completed Std V or less (including no schooling); 'high' parental education includes families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

This table shows the distribution of children by parents' education and, for each level of parents' education, the proportion of children living in households with smartphones and the proportion of children enrolled in government schools. For example, in Haryana, 15.1% of children had parents in the 'low' education category. Of these children, 62.6% lived in households with smartphones and 82.9% were enrolled in government schools.

Haryana			
		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	15.1	62.6	82.9
Medium	49.4	82.1	59.9
High	35.6	91.9	23.9
All	100	82.7	50.6

Himachal Pradesh			
		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low			
Medium	29.0	86.1	81.4
High	64.5	94.4	42.0
All	100	90.3	56.9

Jammu and Kashmir			
		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	23.5	57.5	79.4
Medium	52.8	80.5	58.9
High	23.8	90.1	32.5
All	100	77.4	57.4

Jharkhand			
		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	29.6	43.7	88.4
Medium	47.1	46.8	77.0
High	23.3	68.8	54.7
All	100	51.0	75.2

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

Karnataka			
		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	22.2	50.7	88.4
Medium	49.3	68.9	77.5
High	28.6	82.9	53.8
All	100	68.9	73.1

Kerala			
		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low			
Medium	20.2	90.9	68.9
High	78.9	96.4	64.5
All	100	94.5	65.7

SE4: Distribution of enrolled children. By parents' education and household resources. 2020

Data is not presented where sample size is insufficient.

Parents' education has been categorised as follows: 'low' parental education includes families where both parents have completed Std V or less (including no schooling); 'high' parental education includes families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

This table shows the distribution of children by parents' education and, for each level of parents' education, the proportion of children living in households with smartphones and the proportion of children enrolled in government schools. For example, in Madhya Pradesh, 25.9% of children had parents in the 'low' education category. Of these children, 51% lived in households with smartphones and 83.3% were enrolled in government schools.

Madhya Pradesh

Parents' education	% Children	Of these children,	
		% Whose households have smartphones	% Enrolled in Govt school
Low	25.9	51.0	83.3
Medium	58.3	64.1	70.1
High	15.8	78.3	45.5
All	100	63.0	69.6

Maharashtra

Parents' education	% Children	Of these children,	
		% Whose households have smartphones	% Enrolled in Govt school
Low	6.9	56.4	74.8
Medium	46.4	72.0	66.2
High	46.7	83.5	60.6
All	100	76.3	64.2

Manipur

Parents' education	% Children	Of these children,	
		% Whose households have smartphones	% Enrolled in Govt school
Low			
Medium	34.9	83.1	16.7
High	54.5	88.4	10.6
All	100	85.6	12.5

Meghalaya

Parents' education	% Children	Of these children,	
		% Whose households have smartphones	% Enrolled in Govt school
Low	40.6	61.9	55.2
Medium	47.4	70.1	39.0
High	12.0	100.0	22.5
All	100	70.4	43.6

Nagaland

Parents' education	% Children	Of these children,	
		% Whose households have smartphones	% Enrolled in Govt school
Low	20.8	61.8	55.1
Medium	51.8	80.1	31.0
High	27.4	98.1	23.9
All	100	81.2	34.1

Odisha

Parents' education	% Children	Of these children,	
		% Whose households have smartphones	% Enrolled in Govt school
Low	17.4	45.3	98.4
Medium	44.5	35.9	88.5
High	38.2	66.1	71.5
All	100	49.1	83.7

SE4: Distribution of enrolled children. By parents' education and household resources. 2020

Data is not presented where sample size is insufficient.

Parents' education has been categorised as follows: 'low' parental education includes families where both parents have completed Std V or less (including no schooling); 'high' parental education includes families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

This table shows the distribution of children by parents' education and, for each level of parents' education, the proportion of children living in households with smartphones and the proportion of children enrolled in government schools. For example, in Punjab, 18.1% of children had parents in the 'low' education category. Of these children, 75.8% lived in households with smartphones and 79.5% were enrolled in government schools.

Punjab		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	18.1	75.8	79.5
Medium	45.6	86.4	59.1
High	36.3	97.3	24.7
All	100	88.4	50.3

Rajasthan		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	32.3	48.7	77.8
Medium	57.5	67.6	58.2
High	10.2	85.2	36.2
All	100	63.3	62.3

Tamil Nadu		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	14.6	39.6	92.9
Medium	48.5	60.6	78.1
High	36.9	79.4	50.0
All	100	64.6	69.9

Telangana		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	25.6	59.7	78.4
Medium	43.2	73.0	65.8
High	31.2	86.1	31.4
All	100	73.7	58.3

Uttar Pradesh		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	26.1	36.8	71.8
Medium	53.2	54.2	54.2
High	20.7	73.8	31.7
All	100	53.8	54.1

Uttarakhand		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	15.1	57.4	53.8
Medium	48.9	70.7	64.8
High	36.0	89.7	39.4
All	100	75.5	54.0

SE4: Distribution of enrolled children. By parents' education and household resources. 2020

Data is not presented where sample size is insufficient.

Parents' education has been categorised as follows: 'low' parental education includes families where both parents have completed Std V or less (including no schooling); 'high' parental education includes families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

This table shows the distribution of children by parents' education and, for each level of parents' education, the proportion of children living in households with smartphones and the proportion of children enrolled in government schools. For example, in West Bengal, 23.6% of children had parents in the 'low' education category. Of these children, 29.7% lived in households with smartphones and 96.3% were enrolled in government schools.

West Bengal			
		Of these children,	
Parents' education	% Children	% Whose households have smartphones	% Enrolled in Govt school
Low	23.6	29.7	96.3
Medium	51.4	45.4	92.3
High	25.0	68.3	81.9
All	100	47.4	90.6

SE5: % Enrolled children who have textbooks for their current grade. By grade and school type. 2020

Data is not presented where sample size is insufficient.

Andhra Pradesh			
Std	Govt	Pvt	Govt & Pvt
Std I-V	32.5	23.2	29.2
Std VI-XII	42.5	26.6	39.0
All	38.5	24.7	34.6

Arunachal Pradesh			
Std	Govt	Pvt	Govt & Pvt
Std I-V	66.2	73.1	69.7
Std VI-XII	83.1		85.7
All	75.1	80.3	77.6

Assam			
Std	Govt	Pvt	Govt & Pvt
Std I-II	97.1	100.0	98.2
Std III-V	97.7	99.4	98.3
Std VI-VIII	98.5	97.4	98.2
Std IX & above	99.5	98.4	99.2
All	98.2	98.9	98.4

Bihar			
Std	Govt	Pvt	Govt & Pvt
Std I-II	66.0	79.2	69.0
Std III-V	73.4	82.0	75.1
Std VI-VIII	74.6	89.6	76.7
Std IX & above	81.1	88.2	81.9
All	74.2	83.8	75.8

Chhattisgarh			
Std	Govt	Pvt	Govt & Pvt
Std I-V	89.9	62.9	79.2
Std VI-XII	85.9	67.9	82.0
All	87.4	64.9	80.7

Gujarat			
Std	Govt	Pvt	Govt & Pvt
Std I-V	93.8	93.7	93.8
Std VI-XII	97.1	94.2	96.6
All	95.2	94.0	95.0

Haryana			
Std	Govt	Pvt	Govt & Pvt
Std I-II	77.8	82.9	81.0
Std III-V	88.9	89.2	89.0
Std VI-VIII	89.9	92.2	91.0
Std IX & above	82.3	93.9	86.9
All	85.9	89.6	87.7

Himachal Pradesh			
Std	Govt	Pvt	Govt & Pvt
Std I-II	91.9	96.8	95.1
Std III-V	99.6	97.3	98.5
Std VI-VIII	95.7	96.6	96.1
Std IX & above	95.8	93.1	95.1
All	96.4	96.2	96.3

State estimates

SE5: % Enrolled children who have textbooks for their current grade. By grade and school type. 2020

Data is not presented where sample size is insufficient.

Jammu and Kashmir			
Std	Govt	Pvt	Govt & Pvt
Std I-II	98.6	98.7	98.7
Std III-V	91.5	95.9	93.7
Std VI-VIII	97.8	98.7	98.1
Std IX & above	96.1	95.5	96.0
All	95.7	97.3	96.4

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

Jharkhand			
Std	Govt	Pvt	Govt & Pvt
Std I-II	72.8	69.9	71.9
Std III-V	81.1	74.5	79.4
Std VI-VIII	85.5	70.8	82.9
Std IX & above	70.9	70.1	70.7
All	78.9	71.6	77.1

Karnataka			
Std	Govt	Pvt	Govt & Pvt
Std I-II	89.8	68.1	84.1
Std III-V	96.5	81.8	92.3
Std VI-VIII	96.9	76.4	91.7
Std IX & above	88.9	72.8	84.7
All	93.9	76.0	89.1

Kerala			
Std	Govt	Pvt	Govt & Pvt
Std I-V	99.3	87.7	93.6
Std VI-XII	89.1		90.3
All	92.9	90.0	91.9

Madhya Pradesh			
Std	Govt	Pvt	Govt & Pvt
Std I-II	84.6	53.6	72.6
Std III-V	89.2	52.0	75.9
Std VI-VIII	93.2	60.8	84.0
Std IX & above	87.9	66.5	83.6
All	89.3	57.2	79.6

Maharashtra			
Std	Govt	Pvt	Govt & Pvt
Std I-II	84.9	60.3	79.0
Std III-V	92.7	75.0	88.2
Std VI-VIII	88.6	82.0	86.2
Std IX & above	63.7	62.9	63.2
All	86.0	71.4	80.8

Manipur			
Std	Govt	Pvt	Govt & Pvt
Std I-II		96.7	96.8
Std III-V		98.3	98.5
Std VI-VIII		96.2	96.7
Std IX & above		97.7	98.1
All	99.6	97.2	97.5

Meghalaya			
Std	Govt	Pvt	Govt & Pvt
Std I-V	96.9	98.7	97.9
Std VI-XII		96.7	97.5
All	97.5	97.9	97.8

SE5: % Enrolled children who have textbooks for their current grade. By grade and school type. 2020

Data is not presented where sample size is insufficient.

Nagaland			
Std	Govt	Pvt	Govt & Pvt
Std I-V	99.2	100.0	99.7
Std VI-XII	97.0	99.6	98.7
All	98.0	99.8	99.2

Odisha			
Std	Govt	Pvt	Govt & Pvt
Std I-II	84.7	90.4	86.3
Std III-V	92.8	88.0	91.8
Std VI-VIII	91.3		90.9
Std IX & above	83.3		83.2
All	88.7	88.0	88.6

Punjab			
Std	Govt	Pvt	Govt & Pvt
Std I-II	92.8	95.9	94.7
Std III-V	96.0	97.0	96.6
Std VI-VIII	98.1	96.1	97.2
Std IX & above	95.7	93.9	95.0
All	96.1	95.9	96.0

Rajasthan			
Std	Govt	Pvt	Govt & Pvt
Std I-II	52.3	39.8	46.8
Std III-V	68.2	41.0	57.1
Std VI-VIII	76.0	42.5	64.1
Std IX & above	77.5	50.1	69.1
All	70.6	43.0	60.4

Tamil Nadu			
Std	Govt	Pvt	Govt & Pvt
Std I-II	87.5	58.6	73.1
Std III-V	95.3	60.8	85.4
Std VI-VIII	94.9	75.6	90.1
Std IX & above	92.9	77.3	89.3
All	93.7	68.1	86.4

Telangana			
Std	Govt	Pvt	Govt & Pvt
Std I-V	88.1	30.8	58.1
Std VI-XII	90.2	48.6	78.2
All	89.3	37.1	68.1

Uttar Pradesh			
Std	Govt	Pvt	Govt & Pvt
Std I-II	85.8	75.0	80.9
Std III-V	84.8	74.9	80.9
Std VI-VIII	84.0	72.0	78.9
Std IX & above	76.3	77.7	77.1
All	83.5	74.9	79.6

Uttarakhand			
Std	Govt	Pvt	Govt & Pvt
Std I-V	71.7	82.5	77.6
Std VI-XII	77.8	89.4	82.3
All	75.6	85.9	80.3

SE5: % Enrolled children who have textbooks for their current grade. By grade and school type. 2020

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Data is not presented where sample size is insufficient.

West Bengal			
Std	Govt	Pvt	Govt & Pvt
Std I-II	99.3		99.5
Std III-V	99.8		99.8
Std VI-VIII	99.8		99.8
Std IX & above	99.4		99.4
All	99.6	100.0	99.7

SE6: % Enrolled children with selected assets available at home. By school type and asset type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the availability of selected household assets for children by the type of school they were enrolled in, for 2018 and 2020. For example, in Andhra Pradesh in 2018, 35.2% children enrolled in government schools and 53.7% children enrolled in private schools had access to a smartphone. Similarly, in 2020, 57% children enrolled in government schools and 72.9% children enrolled in private schools had access to a smartphone.

Andhra Pradesh						
Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	35.2	53.7	42.1	57.0	72.9	61.5
TV	89.4	95.9	91.8	92.9	92.9	92.9
Motorized vehicle	45.7	70.0	54.7	49.1	69.6	54.9

Arunachal Pradesh						
Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	51.1	67.1	57.3	75.2	87.8	81.1
TV	69.4	83.6	74.8	62.9	67.3	65.0
Motorized vehicle	39.5	61.8	48.1	43.8	53.6	48.4

Assam						
Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	29.8	51.4	36.1	52.4	78.3	60.7
TV	37.6	61.9	44.6	41.8	55.6	46.2
Motorized vehicle	20.6	47.5	28.3	26.7	50.3	34.2

Bihar						
Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	23.0	47.1	27.2	49.4	62.4	51.7
TV	26.9	56.1	31.9	30.2	56.4	34.7
Motorized vehicle	22.8	52.8	28.0	27.4	57.4	32.6

Chhattisgarh						
Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	69.6	83.9	72.7	70.0	89.1	75.7
TV	69.9	86.6	73.5	72.5	83.1	75.8
Motorized vehicle	45.1	73.6	51.2	64.0	85.8	70.7

Gujarat						
Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	40.6	68.1	44.7	82.9	89.3	84.0
TV	78.4	90.9	80.3	82.6	84.7	82.9
Motorized vehicle	55.5	78.1	58.8	63.8	73.6	65.3

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE6: % Enrolled children with selected assets available at home. By school type and asset type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the availability of selected household assets for children by the type of school they were enrolled in, for 2018 and 2020. For example, in Haryana in 2018, 39.7% children enrolled in government schools and 71% children enrolled in private schools had access to a smartphone. Similarly, in 2020, 77.2% children enrolled in government schools and 87.4% children enrolled in private schools had access to a smartphone.

Haryana

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	39.7	71.0	57.3	77.2	87.4	82.3
TV	75.3	91.7	84.5	69.7	85.6	77.5
Motorized vehicle	50.2	80.2	67.0	54.4	75.0	64.6

Himachal Pradesh

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	47.4	75.1	58.0	86.6	94.8	90.0
TV	89.5	97.7	92.6	81.0	92.8	86.0
Motorized vehicle	26.0	60.7	39.2	30.2	64.5	44.7

Jammu and Kashmir

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	41.1	65.9	50.9	69.7	86.9	77.1
TV	43.0	68.1	52.8	42.1	56.9	48.4
Motorized vehicle	14.1	34.2	22.0	17.9	36.9	26.0

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

Jharkhand

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	16.5	35.0	20.6	47.9	57.1	50.2
TV	29.4	48.8	33.6	25.7	49.8	31.6
Motorized vehicle	26.2	50.8	31.6	32.8	52.9	37.7

Karnataka

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	36.7	58.3	43.1	63.5	82.6	68.6
TV	83.5	92.4	86.1	80.6	89.0	82.8
Motorized vehicle	55.3	73.4	60.7	62.9	76.3	66.5

Kerala

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	76.4	86.0	80.9	93.3	96.1	94.3
TV	86.2	92.7	89.3	84.5	90.4	86.6
Motorized vehicle	61.7	75.1	68.0	63.4	82.6	70.3

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE6: % Enrolled children with selected assets available at home. By school type and asset type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the availability of selected household assets for children by the type of school they were enrolled in, for 2018 and 2020. For example, in Madhya Pradesh in 2018, 17.1% children enrolled in government schools and 38.3% children enrolled in private schools had access to a smartphone. Similarly, in 2020, 58.2% children enrolled in government schools and 73.2% children enrolled in private schools had access to a smartphone.

Madhya Pradesh

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	17.1	38.3	23.3	58.2	73.2	62.7
TV	50.2	73.6	57.0	57.6	74.8	62.7
Motorized vehicle	38.3	65.9	46.3	45.1	61.9	50.1

Maharashtra

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	36.7	49.3	42.3	74.9	78.8	76.3
TV	78.8	85.6	81.8	76.3	81.4	78.1
Motorized vehicle	50.2	60.8	54.9	55.9	63.5	58.6

Manipur

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	40.1	58.5	53.4	80.3	84.9	84.3
TV	51.2	76.6	69.5	52.2	62.8	61.4
Motorized vehicle	19.4	40.5	34.6	35.3	46.7	45.3

Meghalaya

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	34.7	45.0	41.3	74.5	70.2	72.0
TV	52.6	62.7	59.1	43.9	55.2	50.4
Motorized vehicle	25.8	29.1	27.9	12.9	23.2	18.8

Nagaland

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	36.3	62.7	50.0	70.1	87.8	81.8
TV	49.5	75.8	63.1	45.4	67.5	60.1
Motorized vehicle	22.7	41.6	32.6	12.8	31.6	25.2

Odisha

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	23.9	41.8	26.1	44.2	75.1	49.3
TV	59.1	83.2	62.0	65.4	79.4	67.7
Motorized vehicle	38.5	70.5	42.4	42.5	71.5	47.3

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE6: % Enrolled children with selected assets available at home. By school type and asset type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the availability of selected household assets for children by the type of school they were enrolled in, for 2018 and 2020. For example, in Punjab in 2018, 47.3% children enrolled in government schools and 79.8% children enrolled in private schools had access to a smartphone. Similarly, in 2020, 83.3% children enrolled in government schools and 93.7% children enrolled in private schools had access to a smartphone.

Punjab

Household resource	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	47.3	79.8	64.3	83.3	93.7	88.5
TV	92.7	98.4	95.7	84.6	93.5	89.0
Motorized vehicle	64.9	89.8	77.9	68.7	86.7	77.6

Rajasthan

Household resource	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	31.2	53.7	39.7	55.4	75.5	62.9
TV	45.0	69.7	54.3	47.2	66.9	54.5
Motorized vehicle	48.9	68.9	56.4	51.9	72.8	59.6

Tamil Nadu

Household resource	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	33.9	53.5	40.2	56.9	81.1	64.1
TV	94.4	97.3	95.3	92.4	93.1	92.6
Motorized vehicle	67.5	81.9	72.1	69.1	81.2	72.5

Telangana

Household resource	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	37.6	57.2	45.8	68.1	82.5	74.0
TV	87.1	94.8	90.3	88.0	94.0	90.5
Motorized vehicle	48.4	71.5	58.0	57.2	75.3	64.6

Uttar Pradesh

Household resource	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	19.8	38.9	30.4	44.9	64.2	53.7
TV	33.8	54.5	45.2	39.3	59.6	48.5
Motorized vehicle	30.5	53.9	43.4	41.6	59.7	49.8

Uttarakhand

Household resource	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	36.7	63.4	47.9	65.4	85.6	74.7
TV	73.5	89.7	80.3	77.3	86.0	81.3
Motorized vehicle	21.4	61.6	38.4	25.8	56.6	39.9

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE6: % Enrolled children with selected assets available at home. By school type and asset type. 2018 and 2020*

Data is not presented where sample size is insufficient.

This table shows the availability of selected household assets for children by the type of school they were enrolled in, for 2018 and 2020. For example, in West Bengal in 2018, 25.4% children enrolled in government schools and 43.2% children enrolled in private schools had access to a smartphone. Similarly, in 2020, 44.7% children enrolled in government schools and 72.3% children enrolled in private schools had access to a smartphone.

West Bengal						
Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	25.4	43.2	26.8	44.7	72.3	47.4
TV	55.9	74.0	57.3	48.9	65.7	50.5
Motorized vehicle	37.9	60.3	39.7	26.5	50.2	28.8

*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

SE7: % Enrolled children who receive help from family members while studying at home. By grade and school type. 2020

Data is not presented where sample size is insufficient.

Andhra Pradesh

Std	Govt	Pvt	Govt & Pvt
Std I-V	63.6	84.3	70.8
Std VI-XII	57.8	59.8	58.2
All	60.2	73.6	63.9

Arunachal Pradesh

Std	Govt	Pvt	Govt & Pvt
Std I-V	62.6	84.3	73.6
Std VI-XII	71.6		74.2
All	67.4	81.4	73.9

Assam

Std	Govt	Pvt	Govt & Pvt
Std I-II	81.1	95.4	86.6
Std III-V	76.8	90.8	81.8
Std VI-VIII	76.8	85.9	79.2
Std IX & above	67.2	75.5	69.5
All	75.8	88.3	79.8

Bihar

Std	Govt	Pvt	Govt & Pvt
Std I-II	78.3	87.4	80.4
Std III-V	74.5	83.0	76.2
Std VI-VIII	73.1	83.9	74.6
Std IX & above	68.6	85.3	70.5
All	73.4	84.8	75.3

Chhattisgarh

Std	Govt	Pvt	Govt & Pvt
Std I-V	86.1	93.1	88.9
Std VI-XII	80.2	95.6	83.6
All	82.5	94.1	86.0

Gujarat

Std	Govt	Pvt	Govt & Pvt
Std I-V	87.4	85.3	87.1
Std VI-XII	81.6	77.2	80.8
All	84.9	81.0	84.3

Haryana

Std	Govt	Pvt	Govt & Pvt
Std I-II	83.0	85.0	84.2
Std III-V	77.1	79.3	78.2
Std VI-VIII	70.3	82.5	76.2
Std IX & above	64.7	69.0	66.4
All	72.2	79.6	75.8

Himachal Pradesh

Std	Govt	Pvt	Govt & Pvt
Std I-II	96.7	93.0	94.3
Std III-V	91.8	92.0	91.9
Std VI-VIII	78.4	93.0	84.3
Std IX & above	65.0	88.2	71.5
All	78.4	91.8	84.1

SE7: % Enrolled children who receive help from family members while studying at home. By grade and school type. 2020

Data is not presented where sample size is insufficient.

Jammu and Kashmir

Std	Govt	Pvt	Govt & Pvt
Std I-II	59.0	74.5	68.3
Std III-V	61.5	65.8	63.6
Std VI-VIII	62.1	59.8	61.3
Std IX & above	55.8	68.1	59.2
All	59.9	67.0	63.0

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

Karnataka

Std	Govt	Pvt	Govt & Pvt
Std I-II	76.8	86.7	79.4
Std III-V	71.3	83.9	75.0
Std VI-VIII	71.8	78.8	73.6
Std IX & above	65.5	72.5	67.4
All	71.0	80.2	73.5

Madhya Pradesh

Std	Govt	Pvt	Govt & Pvt
Std I-II	84.3	91.6	87.1
Std III-V	82.0	85.1	83.1
Std VI-VIII	80.4	81.0	80.6
Std IX & above	75.3	72.9	74.8
All	79.9	83.4	81.0

Manipur

Std	Govt	Pvt	Govt & Pvt
Std I-II		87.4	87.9
Std III-V		90.5	89.4
Std VI-VIII		79.5	80.0
Std IX & above		83.2	83.3
All	84.3	85.2	85.0

Jharkhand

Std	Govt	Pvt	Govt & Pvt
Std I-II	75.6	87.5	79.5
Std III-V	63.3	81.3	68.0
Std VI-VIII	68.7	77.8	70.4
Std IX & above	66.6	58.5	64.9
All	68.1	78.4	70.6

Kerala

Std	Govt	Pvt	Govt & Pvt
Std I-V	93.9	91.7	92.8
Std VI-XII	80.5		75.9
All	85.6	80.9	83.9

Maharashtra

Std	Govt	Pvt	Govt & Pvt
Std I-II	92.3	88.5	91.4
Std III-V	88.3	89.7	88.6
Std VI-VIII	84.4	82.5	83.7
Std IX & above	79.4	72.3	75.2
All	86.7	81.2	84.7

Meghalaya

Std	Govt	Pvt	Govt & Pvt
Std I-V	57.8	56.4	56.9
Std VI-XII		60.6	60.6
All	59.1	58.0	58.4

SE7: % Enrolled children who receive help from family members while studying at home. By grade and school type. 2020

Data is not presented where sample size is insufficient.

Nagaland

Std	Govt	Pvt	Govt & Pvt
Std I-V	70.6	81.9	78.4
Std VI-XII	68.1	77.5	74.1
All	69.3	79.8	76.3

Odisha

Std	Govt	Pvt	Govt & Pvt
Std I-II	77.5	90.7	81.2
Std III-V	71.5	86.6	74.5
Std VI-VIII	66.4		68.4
Std IX & above	67.2		67.7
All	69.7	85.3	72.3

Punjab

Std	Govt	Pvt	Govt & Pvt
Std I-II	70.8	88.8	82.0
Std III-V	76.8	80.7	79.1
Std VI-VIII	67.9	80.9	74.1
Std IX & above	61.0	67.4	63.3
All	67.8	79.9	73.8

Rajasthan

Std	Govt	Pvt	Govt & Pvt
Std I-II	59.2	74.8	66.0
Std III-V	62.7	68.0	64.9
Std VI-VIII	57.1	67.3	60.7
Std IX & above	57.4	62.6	59.0
All	59.0	68.1	62.4

Tamil Nadu

Std	Govt	Pvt	Govt & Pvt
Std I-II	81.8	84.0	82.9
Std III-V	69.2	87.5	74.4
Std VI-VIII	56.6	74.0	61.0
Std IX & above	55.9	60.1	56.9
All	62.2	76.9	66.4

Telangana

Std	Govt	Pvt	Govt & Pvt
Std I-V	70.3	82.0	76.4
Std VI-XII	62.6	74.1	65.9
All	65.7	79.2	71.2

Uttar Pradesh

Std	Govt	Pvt	Govt & Pvt
Std I-II	75.3	84.6	79.5
Std III-V	73.5	81.0	76.5
Std VI-VIII	68.4	78.3	72.7
Std IX & above	69.3	75.3	72.8
All	71.8	79.6	75.3

Uttarakhand

Std	Govt	Pvt	Govt & Pvt
Std I-V	78.6	80.6	79.7
Std VI-XII	61.7	78.4	68.3
All	67.7	79.5	73.1

SE7: % Enrolled children who receive help from family members while studying at home. By grade and school type. 2020

Data is not presented where sample size is insufficient.

West Bengal			
Std	Govt	Pvt	Govt & Pvt
Std I-II	76.6		81.0
Std III-V	78.1		77.2
Std VI-VIII	66.7		67.2
Std IX & above	60.4		59.9
All	70.4	81.6	71.5

SE8: % Enrolled children who receive family support for learning. By state and parents' education. 2020.

Data is not presented where sample size is insufficient.

Parents' education has been categorised as follows: 'low' parental education includes families where both parents have completed Std V or less (including no schooling); 'high' parental education includes families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

This table shows the proportion of children who receive help at home for learning activities, by state and parents' education. For example, In Andhra Pradesh, 44.3% children with 'low' parental education received help at home in studying.

State	Parents' education			
	Low	Medium	High	All
Andhra Pradesh	44.3	67.0	83.2	64.7
Arunachal Pradesh		76.6	94.7	74.1
Assam	55.6	80.8	91.5	79.7
Bihar	58.7	78.9	89.0	75.6
Chhattisgarh	69.0	86.2	98.2	85.7
Gujarat	72.7	86.1	86.9	84.2
Haryana	58.4	74.9	85.4	76.1
Himachal Pradesh		75.1	91.1	84.5
Jammu and Kashmir	40.7	65.8	79.5	63.2
Jharkhand	48.9	75.0	91.1	71.0
Karnataka	48.6	74.5	90.7	73.4
Kerala		83.3	88.0	86.4
Madhya Pradesh	65.6	84.9	93.7	81.3
Maharashtra	59.7	82.7	90.8	84.9
Manipur	67.4	82.0	93.2	86.5
Meghalaya	35.7	73.8	86.4	59.8
Nagaland	62.4	78.8	86.1	77.4
Odisha	56.7	65.8	87.4	72.5
Punjab	51.6	69.2	91.0	73.9
Rajasthan	45.0	67.9	87.2	62.4
Tamil Nadu	37.3	65.3	83.5	67.9
Telangana	40.3	74.4	93.8	71.7
Uttar Pradesh	58.6	78.4	88.6	75.4
Uttarakhand	73.3	63.2	87.5	73.5
West Bengal	49.1	73.9	91.6	72.4

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

SE9: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020

SE10: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020

Data is not presented where sample size is insufficient.

Andhra Pradesh

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-V	19.0	25.2	21.2	Govt	55.3	45.5	30.2	1.3
Std VI-XII	27.2	30.1	27.9	Pvt				
All	23.9	27.4	24.9	Govt & Pvt	63.3	36.1	23.9	2.9

Arunachal Pradesh

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-V	19.3	57.6	38.6	Govt				
Std VI-XII	57.6		62.1	Pvt	96.4	0.0	2.9	0.7
All	39.4	62.4	50.1	Govt & Pvt	93.7	0.3	5.0	2.6

Assam

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	8.6	41.5	21.3	Govt	74.6	22.7	14.7	7.3
Std III-V	11.5	47.4	24.4	Pvt	86.4	14.6	11.8	12.1
Std VI-VIII	17.5	41.2	23.8	Govt & Pvt	81.4	18.0	13.0	10.1
Std IX & above	24.6	50.1	31.7					
All	15.5	44.7	24.9					

Bihar

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	4.1	18.8	7.5	Govt	57.3	17.7	33.5	7.6
Std III-V	4.5	22.9	8.1	Pvt	88.9	16.7	3.3	2.9
Std VI-VIII	4.3	23.7	7.0	Govt & Pvt	73.3	17.2	18.3	5.2
Std IX & above	5.4	27.9	8.0					
All	4.6	22.7	7.7					

For SE10, answer options were read out; respondents could select more than one option.

State estimates

SE9: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020

SE10: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020

Data is not presented where sample size is insufficient.

Chhattisgarh

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-V	37.2	36.0	36.7	Govt	69.3	12.2	26.3	7.7
Std VI-XII	39.1	45.7	40.6	Pvt	82.4	13.5	16.4	1.4
All	38.4	39.9	38.8	Govt & Pvt	73.4	12.6	23.2	5.7

Gujarat

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-V	79.7	84.0	80.3	Govt	61.6	14.4	50.0	2.5
Std VI-XII	84.7	81.5	84.1	Pvt	86.2	23.7	29.4	4.6
All	81.9	82.6	82.0	Govt & Pvt	65.4	15.9	46.8	2.8

Haryana

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	57.8	67.5	63.9	Govt	92.2	3.3	4.5	2.8
Std III-V	67.7	74.1	70.9	Pvt	96.3	1.2	1.8	2.7
Std VI-VIII	68.9	71.9	70.3	Govt & Pvt	94.3	2.2	3.1	2.7
Std IX & above	70.7	75.5	72.6					
All	67.7	72.2	69.9					

Himachal Pradesh

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	91.9	91.1	91.4	Govt	93.2	8.0	2.6	5.8
Std III-V	91.8	92.4	92.1	Pvt	98.9	9.2	0.9	3.0
Std VI-VIII	90.0	86.8	88.7	Govt & Pvt	95.7	8.5	1.9	4.6
Std IX & above	76.1	86.8	79.1					
All	85.4	89.5	87.2					

For SE10, answer options were read out; respondents could select more than one option.

SE9: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020

SE10: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020

Data is not presented where sample size is insufficient.

Jammu and Kashmir

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	33.3	35.7	34.7	Govt	51.6	9.1	51.0	7.5
Std III-V	33.3	43.3	38.1	Pvt	64.5	6.7	36.5	4.3
Std VI-VIII	38.5	48.9	42.2	Govt & Pvt	57.7	8.0	44.2	6.0
Std IX & above	36.7	50.3	40.4					
All	35.9	43.5	39.1					

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

Jharkhand

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	25.2	20.2	23.6	Govt	78.4	4.0	17.6	4.1
Std III-V	29.2	21.3	27.1	Pvt	93.6	3.1	3.7	0.9
Std VI-VIII	31.5	37.7	32.6	Govt & Pvt	81.7	3.8	14.6	3.4
Std IX & above	26.5	21.3	25.3					
All	28.6	24.6	27.6					

Karnataka

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	61.2	58.6	60.5	Govt	40.3	12.9	70.0	9.1
Std III-V	76.8	70.5	75.0	Pvt	76.2	16.1	36.5	8.4
Std VI-VIII	77.2	66.5	74.5	Govt & Pvt	49.3	13.7	61.6	8.9
Std IX & above	71.8	68.9	71.0					
All	73.4	67.1	71.7					

Kerala

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-V	88.6	84.3	86.5	Govt	97.4	20.1	0.4	3.1
Std VI-XII	78.2		79.7	Pvt	93.7	14.9	0.0	10.3
All	82.1	84.4	82.9	Govt & Pvt	96.1	18.2	0.3	5.7

For SE10, answer options were read out; respondents could select more than one option.

State estimates

SE9: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020

SE10: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020

Data is not presented where sample size is insufficient.

Madhya Pradesh

Std	Govt	Pvt	Govt & Pvt
Std I-II	44.1	34.3	40.3
Std III-V	46.6	35.1	42.5
Std VI-VIII	55.3	39.1	50.8
Std IX & above	51.2	49.7	50.9
All	50.1	38.5	46.6

School type	WhatsApp	Phone call	Personal visit	Other
Govt	72.9	5.6	30.8	4.3
Pvt	88.0	3.4	13.6	3.3
Govt & Pvt	76.7	5.1	26.5	4.0

Maharashtra

Std	Govt	Pvt	Govt & Pvt
Std I-II	60.9	67.3	62.4
Std III-V	65.6	67.4	66.1
Std VI-VIII	63.3	65.1	64.0
Std IX & above	62.8	60.6	61.5
All	63.6	64.3	63.8

School type	WhatsApp	Phone call	Personal visit	Other
Govt	89.1	10.5	14.0	6.6
Pvt	95.5	6.6	6.5	9.6
Govt & Pvt	91.4	9.1	11.3	7.7

Manipur

Std	Govt	Pvt	Govt & Pvt
Std I-II		27.8	26.7
Std III-V		28.2	25.2
Std VI-VIII		36.8	34.1
Std IX & above		36.3	34.6
All	15.1	32.3	30.0

School type	WhatsApp	Phone call	Personal visit	Other
Govt	56.3	32.8	3.2	22.3
Pvt	76.6	10.4	17.6	13.3
Govt & Pvt	75.3	11.9	16.6	13.9

Meghalaya

Std	Govt	Pvt	Govt & Pvt
Std I-V	22.0	29.7	26.6
Std VI-XII		35.8	30.8
All	23.4	32.0	28.3

School type	WhatsApp	Phone call	Personal visit	Other
Govt	61.0	19.2	26.2	0.0
Pvt	58.8	8.7	53.5	1.7
Govt & Pvt	59.5	12.4	43.9	1.1

For SE10, answer options were read out; respondents could select more than one option.

SE9: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020

SE10: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020

Data is not presented where sample size is insufficient.

Nagaland								
Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-V	51.0	76.3	68.4	Govt	74.2	5.4	26.8	0.7
Std VI-XII	60.5	82.3	74.3	Pvt	88.8	7.3	16.4	2.0
All	56.0	79.1	71.3	Govt & Pvt	84.9	6.8	19.2	1.6

Odisha								
Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	10.3	52.0	22.1	Govt	69.7	8.8	22.6	2.3
Std III-V	18.8	53.2	25.7	Pvt	88.5	7.4	6.0	0.8
Std VI-VIII	21.2		25.5	Govt & Pvt	76.3	8.3	16.8	1.8
Std IX & above	19.7		20.6					
All	18.5	50.6	23.8					

Punjab								
Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	85.8	86.6	86.3	Govt	93.7	10.7	10.9	5.0
Std III-V	88.8	87.0	87.8	Pvt	95.1	10.1	4.8	5.3
Std VI-VIII	88.8	89.8	89.3	Govt & Pvt	94.4	10.4	7.9	5.1
Std IX & above	84.9	89.0	86.4					
All	87.1	88.1	87.6					

Rajasthan								
Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	16.2	13.9	15.2	Govt	75.9	4.2	20.1	5.4
Std III-V	20.4	19.0	19.8	Pvt	87.4	2.1	10.8	6.5
Std VI-VIII	23.2	19.7	22.0	Govt & Pvt	79.8	3.5	16.9	5.8
Std IX & above	27.5	26.7	27.3					
All	22.5	19.7	21.5					

For SE10, answer options were read out; respondents could select more than one option.

SE9: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020

SE10: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020

Data is not presented where sample size is insufficient.

Tamil Nadu

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	35.8	55.2	45.7	Govt	73.2	13.0	14.1	3.6
Std III-V	35.0	49.3	39.1	Pvt	93.9	4.2	1.5	2.1
Std VI-VIII	34.0	45.2	36.8	Govt & Pvt	80.3	10.0	9.7	3.0
Std IX & above	47.8	52.7	48.9					
All	38.5	50.3	41.9					

Telangana

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-V	63.2	31.8	46.7	Govt	42.7	32.7	38.7	5.7
Std VI-XII	70.2	46.8	63.5	Pvt	59.4	33.6	17.9	5.9
All	67.4	37.0	55.0	Govt & Pvt	47.3	33.0	33.0	5.8

Uttar Pradesh

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	18.6	23.3	20.7	Govt	61.0	14.0	28.4	10.3
Std III-V	19.6	21.9	20.6	Pvt	83.6	6.4	10.8	4.8
Std VI-VIII	20.4	24.3	22.1	Govt & Pvt	72.3	10.2	19.6	7.6
Std IX & above	17.9	22.3	20.5					
All	19.4	23.0	21.0					

Uttarakhand

Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-V	74.8	75.5	75.1	Govt	88.3	5.9	7.0	3.5
Std VI-XII	78.3	70.3	75.1	Pvt	97.9	9.5	4.3	1.8
All	77.0	72.9	75.1	Govt & Pvt	92.6	7.5	5.8	2.8

For SE10, answer options were read out; respondents could select more than one option.

State estimates

SE9: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020

SE10: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020

Data is not presented where sample size is insufficient.

West Bengal								
Std	Govt	Pvt	Govt & Pvt	School type	WhatsApp	Phone call	Personal visit	Other
Std I-II	13.8		17.8	Govt	24.1	4.6	68.6	3.8
Std III-V	19.9		22.2	Pvt				
Std VI-VIII	18.6		20.7	Govt & Pvt	30.8	7.6	59.0	5.1
Std IX & above	19.8		20.4					
All	18.5	39.0	20.5					

For SE10, answer options were read out; respondents could select more than one option.

SE11: Of enrolled children who did not receive learning materials/activities during the reference week reasons given by parents. By school type and reason. 2020

Data is not presented where sample size is insufficient.

Andhra Pradesh

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	85.4	10.5	14.2	3.7	2.9
Pvt	73.9	15.9	21.0	10.1	2.0
Govt & Pvt	82.3	11.9	16.0	5.4	2.6

Arunachal Pradesh

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	35.3	12.1	13.7	17.5	31.1
Pvt					
Govt & Pvt	36.1	12.8	14.0	16.0	29.6

Assam

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	79.1	10.8	22.5	3.7	1.2
Pvt	82.5	9.1	13.9	7.6	1.0
Govt & Pvt	79.9	10.4	20.5	4.6	1.1

Bihar

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	82.1	11.5	19.9	1.4	2.2
Pvt	75.7	13.8	16.3	2.1	2.3
Govt & Pvt	81.1	11.8	19.3	1.5	2.2

Chhattisgarh

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	46.3	9.8	22.3	4.9	22.1
Pvt	53.2	6.8	17.0	6.1	21.3
Govt & Pvt	48.5	8.9	20.6	5.3	21.9

Gujarat

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	34.9	29.7	27.1	7.6	8.8
Pvt					
Govt & Pvt	37.6	27.3	25.3	7.9	9.8

Haryana

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	40.1	10.0	46.8	2.6	8.6
Pvt	45.7	13.6	31.9	1.9	8.8
Govt & Pvt	42.4	11.5	40.6	2.3	8.7

Himachal Pradesh

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	14.2	2.1	36.9	0.6	51.2
Pvt					
Govt & Pvt	15.3	4.2	26.1	2.2	55.7

Jammu and Kashmir

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	62.7	9.9	31.6	15.9	1.0
Pvt	74.6	11.5	10.2	17.4	0.9
Govt & Pvt	67.3	10.5	23.4	16.5	0.9

Jharkhand

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	38.8	10.9	54.2	5.6	8.2
Pvt	58.8	8.8	45.2	3.3	5.7
Govt & Pvt	43.8	10.3	52.0	5.0	7.5

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

Respondents could specify more than one reason.

SE11: Of enrolled children who did not receive learning materials/activities during the reference week reasons given by parents. By school type and reason. 2020

Data is not presented where sample size is insufficient.

Karnataka

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	69.8	13.2	13.4	19.0	1.6
Pvt	67.8	16.3	9.9	14.5	2.6
Govt & Pvt	69.1	14.3	12.2	17.5	1.9

Kerala

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt					
Pvt					
Govt & Pvt	37.6	3.2	13.3	1.3	49.4

Madhya Pradesh

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	61.4	7.3	47.1	1.6	2.7
Pvt	75.0	7.3	24.8	2.3	3.7
Govt & Pvt	66.2	7.3	39.3	1.9	3.1

Maharashtra

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	56.9	8.3	33.8	4.1	6.9
Pvt	60.2	9.7	30.7	2.7	6.3
Govt & Pvt	58.0	8.8	32.7	3.6	6.6

Manipur

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt					
Pvt	84.1	5.1	7.7	3.5	7.8
Govt & Pvt	84.8	5.0	7.9	4.2	7.6

Meghalaya

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	93.1	1.5	6.9	0.0	6.6
Pvt	92.9	1.5	9.7	0.2	2.3
Govt & Pvt	93.0	1.5	8.5	0.1	4.3

Nagaland

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	71.4	3.0	20.6	11.0	0.9
Pvt	52.1	2.6	28.8	21.7	9.4
Govt & Pvt	61.0	2.8	25.0	16.7	5.4

Odisha

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	65.8	5.9	24.7	20.5	2.6
Pvt	59.4	8.4	24.1	21.3	7.1
Govt & Pvt	65.1	6.2	24.7	20.5	3.0

Punjab

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	32.9	7.6	43.8	2.7	12.9
Pvt					
Govt & Pvt	45.2	5.4	31.7	3.9	17.9

Rajasthan

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	64.6	9.7	26.6	5.7	6.4
Pvt	73.5	10.2	11.3	5.8	6.4
Govt & Pvt	68.0	9.9	20.8	5.7	6.4

Respondents could specify more than one reason.

State estimates

SE11: Of enrolled children who did not receive learning materials/activities during the reference week reasons given by parents. By school type and reason. 2020

Data is not presented where sample size is insufficient.

Tamil Nadu

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	59.4	8.6	31.3	3.0	3.4
Pvt	61.4	14.0	19.1	3.3	12.8
Govt & Pvt	59.9	9.9	28.2	3.1	5.8

Telangana

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	58.0	7.8	29.9	1.3	13.3
Pvt	67.7	6.1	10.5	5.2	19.4
Govt & Pvt	63.9	6.8	18.2	3.6	17.0

Uttar Pradesh

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	57.3	14.8	32.1	3.0	4.2
Pvt	60.7	13.8	23.8	5.1	4.9
Govt & Pvt	58.8	14.4	28.4	3.9	4.5

Uttarakhand

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	46.3	20.8	48.1	2.1	0.6
Pvt	59.4	22.5	27.7	0.0	0.7
Govt & Pvt	53.0	21.7	37.7	1.1	0.7

West Bengal

School type	School not sending	No internet	No smartphone	Connec-tivity issues	Other
Govt	83.4	9.8	10.8	5.8	2.9
Pvt					
Govt & Pvt	83.5	9.9	10.3	5.4	2.8

Respondents could specify more than one reason.

SE12: % Enrolled children who did learning activities during the reference week. By school type and type of material. 2020

Data is not presented where sample size is insufficient.

Andhra Pradesh

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	24.4	19.7	33.2	0.9	11.4	3.2
Pvt	26.1	20.4	24.1	0.7	23.3	13.8
Govt & Pvt	24.9	19.9	30.7	0.9	14.8	6.2

Arunachal Pradesh

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	50.0	19.8	15.4	0.0	26.0	15.5
Pvt	66.4	46.8	9.4	2.9	39.0	22.3
Govt & Pvt	57.7	32.4	12.6	1.4	32.1	18.6

Assam

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	48.3	15.7	5.7	2.6	9.5	3.5
Pvt	62.7	27.5	7.8	2.5	20.4	12.0
Govt & Pvt	52.9	19.5	6.4	2.6	13.0	6.2

Bihar

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	57.1	35.2	8.9	1.3	6.9	2.9
Pvt	71.9	54.1	13.2	0.6	24.2	13.5
Govt & Pvt	59.6	38.4	9.6	1.2	9.9	4.7

Chhattisgarh

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	73.9	28.9	8.9	0.3	23.8	24.8
Pvt	58.6	35.8	10.7	0.5	29.7	28.4
Govt & Pvt	69.3	31.0	9.4	0.4	25.6	25.9

Gujarat

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	81.4	36.2	59.6	3.0	50.6	28.5
Pvt	82.6	39.7	47.2	2.2	67.4	41.5
Govt & Pvt	81.6	36.8	57.7	2.9	53.2	30.5

SE12: % Enrolled children who did learning activities during the reference week. By school type and type of material. 2020

Data is not presented where sample size is insufficient.

Haryana

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	60.4	38.5	17.6	2.5	32.6	17.0
Pvt	67.3	47.7	15.0	1.1	34.8	28.6
Govt & Pvt	63.8	43.0	16.3	1.8	33.7	22.7

Himachal Pradesh

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	77.3	48.9	6.7	1.5	62.5	13.6
Pvt	80.6	56.6	3.9	1.0	71.4	39.2
Govt & Pvt	78.7	52.1	5.5	1.3	66.3	24.5

Jammu and Kashmir

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	47.1	23.5	7.6	4.6	16.6	14.7
Pvt	55.2	23.4	7.3	4.0	18.8	17.1
Govt & Pvt	50.6	23.5	7.5	4.3	17.6	15.7

Jharkhand

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	53.3	23.1	8.2	0.5	18.0	4.4
Pvt	56.5	29.9	13.8	0.6	27.6	19.4
Govt & Pvt	54.1	24.7	9.6	0.5	20.3	8.0

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

Karnataka

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	70.7	50.0	28.1	2.7	25.5	10.6
Pvt	64.8	45.2	23.1	3.0	39.7	24.4
Govt & Pvt	69.2	48.7	26.7	2.8	29.3	14.3

Kerala

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	84.8	70.5	71.5	1.6	41.6	30.3
Pvt	89.5	76.3	29.5	1.9	44.5	53.4
Govt & Pvt	86.5	72.6	56.5	1.7	42.7	38.5

SE12: % Enrolled children who did learning activities during the reference week. By school type and type of material. 2020

Data is not presented where sample size is insufficient.

Madhya Pradesh

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	70.6	50.3	25.0	12.4	30.9	6.8
Pvt	57.0	34.7	21.7	4.0	27.4	8.4
Govt & Pvt	66.5	45.6	24.0	9.9	29.8	7.3

Maharashtra

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	71.9	33.4	38.6	3.6	34.0	16.6
Pvt	66.4	30.2	31.5	3.2	40.8	23.4
Govt & Pvt	69.9	32.3	36.1	3.5	36.4	19.0

Manipur

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	70.4	50.4	10.0	11.8	9.9	6.5
Pvt	71.5	48.9	10.8	8.7	14.4	5.0
Govt & Pvt	71.3	49.1	10.7	9.1	13.8	5.2

Meghalaya

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	38.7	22.7	2.6	0.0	10.7	9.8
Pvt	34.2	25.6	2.5	0.7	6.5	3.2
Govt & Pvt	36.1	24.3	2.5	0.4	8.3	6.0

Nagaland

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	52.6	36.7	9.0	9.2	16.9	9.4
Pvt	80.1	45.1	5.4	4.9	21.9	21.5
Govt & Pvt	70.8	42.3	6.6	6.4	20.2	17.4

Odisha

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	59.2	32.2	10.1	1.2	10.6	5.2
Pvt	76.9	47.2	12.8	0.8	30.3	15.9
Govt & Pvt	62.1	34.7	10.6	1.2	13.9	7.0

SE12: % Enrolled children who did learning activities during the reference week. By school type and type of material. 2020

Data is not presented where sample size is insufficient.

Punjab

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	86.3	63.2	32.6	2.1	48.2	24.1
Pvt	88.7	67.9	10.5	1.5	60.7	52.9
Govt & Pvt	87.5	65.6	21.6	1.8	54.4	38.4

Rajasthan

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	45.9	22.1	8.5	1.6	11.7	4.2
Pvt	43.8	26.4	7.2	1.4	14.8	7.0
Govt & Pvt	45.1	23.7	8.0	1.5	12.9	5.2

Tamil Nadu

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	55.8	24.1	47.3	2.8	14.6	5.3
Pvt	54.5	22.7	29.8	2.1	29.0	21.1
Govt & Pvt	55.4	23.7	42.3	2.6	18.7	9.8

Telangana

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	66.7	52.1	75.1	0.7	32.0	16.9
Pvt	41.3	35.3	47.7	0.2	32.7	28.6
Govt & Pvt	56.4	45.3	64.1	0.5	32.3	21.6

Uttar Pradesh

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	49.3	28.9	10.8	4.1	12.2	4.7
Pvt	55.8	38.0	16.4	3.6	21.6	11.4
Govt & Pvt	52.3	33.1	13.4	3.8	16.5	7.8

Uttarakhand

| School type | Traditional | | Broadcast | | Online | |
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	58.9	35.9	21.1	0.4	24.8	10.9
Pvt	70.5	45.3	9.5	0.5	38.0	20.3
Govt & Pvt	64.2	40.2	15.8	0.5	30.9	15.3

SE12: % Enrolled children who did learning activities during the reference week. By school type and type of material. 2020

Data is not presented where sample size is insufficient.

	West Bengal					
	Traditional		Broadcast		Online	
School type	Text-book	Work-sheet	TV	Radio	Videos/ re-corded classes	Live online classes
Govt	63.1	34.8	10.5	0.9	7.8	3.9
Pvt	76.4	40.4	5.9	0.0	21.6	11.3
Govt & Pvt	64.4	35.4	10.0	0.9	9.1	4.6

SE13: % Enrolled children by the number of learning activities done during the reference week. By school type and number of activities. 2020

Data is not presented where sample size is insufficient.

This table shows the engagement of children enrolled in schools with learning activities in the reference week by school type. For example, in Andhra Pradesh, for children enrolled in government schools, 50.9% children did not do any learning activity in the reference week, 23.1% children did one learning activity, 13.7% children did two learning activities, and so on.

Andhra Pradesh					
School type	No activity	1 activity	2	3 or more	Total
Govt	50.9	23.1	13.7	12.3	100
Pvt	49.0	21.1	14.7	15.3	100
Govt & Pvt	50.4	22.5	14.0	13.1	100

Arunachal Pradesh					
School type	No activity	1 activity	2	3 or more	Total
Govt	39.6	21.3	19.4	19.7	100
Pvt	20.4	20.2	26.9	32.6	100
Govt & Pvt	30.6	20.8	22.9	25.7	100

Assam					
School type	No activity	1 activity	2	3 or more	Total
Govt	43.9	35.2	15.1	5.8	100
Pvt	29.1	33.1	19.9	18.0	100
Govt & Pvt	39.2	34.5	16.7	9.7	100

Bihar					
School type	No activity	1 activity	2	3 or more	Total
Govt	33.5	31.4	27.5	7.6	100
Pvt	18.1	24.2	34.0	23.7	100
Govt & Pvt	30.9	30.2	28.6	10.3	100

Chhattisgarh					
School type	No activity	1 activity	2	3 or more	Total
Govt	18.9	35.8	22.5	22.8	100
Pvt	25.3	25.9	21.3	27.4	100
Govt & Pvt	20.8	32.8	22.2	24.2	100

Gujarat					
School type	No activity	1 activity	2	3 or more	Total
Govt	8.1	14.8	24.4	52.7	100
Pvt	6.5	8.9	24.8	59.8	100
Govt & Pvt	7.8	13.9	24.4	53.8	100

Haryana					
School type	No activity	1 activity	2	3 or more	Total
Govt	29.8	18.8	19.7	31.7	100
Pvt	19.7	19.1	26.1	35.1	100
Govt & Pvt	24.8	19.0	22.8	33.4	100

Himachal Pradesh					
School type	No activity	1 activity	2	3 or more	Total
Govt	12.3	17.3	28.3	42.2	100
Pvt	10.7	12.2	19.4	57.7	100
Govt & Pvt	11.6	15.1	24.5	48.8	100

Jammu and Kashmir					
School type	No activity	1 activity	2	3 or more	Total
Govt	45.9	23.0	15.6	15.6	100
Pvt	33.9	32.7	16.0	17.4	100
Govt & Pvt	40.8	27.1	15.7	16.4	100

Jharkhand					
School type	No activity	1 activity	2	3 or more	Total
Govt	40.0	29.3	19.5	11.3	100
Pvt	33.6	23.0	19.1	24.2	100
Govt & Pvt	38.4	27.8	19.4	14.4	100

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

SE13: % Enrolled children by the number of learning activities done during the reference week. By school type and number of activities. 2020

Data is not presented where sample size is insufficient.

This table shows the engagement of children enrolled in schools with learning activities in the reference week by school type. For example, in Karnataka, for children enrolled in government schools, 18.8% children did not do any learning activity in the reference week, 20.1% children did one learning activity, 34.5% children did two learning activities, and so on.

Karnataka

School type	No activity	1 activity	2	3 or more	Total
Govt	18.8	20.1	34.5	26.7	100
Pvt	18.4	19.5	30.3	31.9	100
Govt & Pvt	18.6	20.0	33.4	28.1	100

Kerala

School type	No activity	1 activity	2	3 or more	Total
Govt	6.5	6.6	15.1	71.9	100
Pvt	2.8	10.1	18.4	68.7	100
Govt & Pvt	5.2	7.8	16.3	70.8	100

Madhya Pradesh

School type	No activity	1 activity	2	3 or more	Total
Govt	18.7	20.2	26.8	34.4	100
Pvt	30.1	22.1	24.9	22.9	100
Govt & Pvt	22.1	20.8	26.2	30.9	100

Maharashtra

School type	No activity	1 activity	2	3 or more	Total
Govt	16.8	24.5	24.2	34.5	100
Pvt	18.9	23.5	21.9	35.7	100
Govt & Pvt	17.5	24.2	23.4	34.9	100

Manipur

School type	No activity	1 activity	2	3 or more	Total
Govt	23.5	23.7	31.8	21.0	100
Pvt	24.3	20.1	33.5	22.0	100
Govt & Pvt	24.2	20.6	33.3	21.9	100

Meghalaya

School type	No activity	1 activity	2	3 or more	Total
Govt	59.3	17.0	12.8	11.0	100
Pvt	60.2	17.4	15.6	6.8	100
Govt & Pvt	59.8	17.2	14.4	8.6	100

Nagaland

School type	No activity	1 activity	2	3 or more	Total
Govt	40.1	19.7	18.9	21.3	100
Pvt	13.8	32.0	27.6	26.7	100
Govt & Pvt	22.7	27.8	24.6	24.9	100

Odisha

School type	No activity	1 activity	2	3 or more	Total
Govt	32.1	33.1	25.4	9.4	100
Pvt	17.6	19.2	35.7	27.5	100
Govt & Pvt	29.7	30.8	27.1	12.4	100

Punjab

School type	No activity	1 activity	2	3 or more	Total
Govt	5.4	16.3	27.7	50.6	100
Pvt	5.1	10.2	19.9	64.9	100
Govt & Pvt	5.3	13.2	23.8	57.7	100

Rajasthan

School type	No activity	1 activity	2	3 or more	Total
Govt	49.6	20.9	20.4	9.1	100
Pvt	48.7	19.7	19.9	11.7	100
Govt & Pvt	49.2	20.5	20.2	10.1	100

SE13: % Enrolled children by the number of learning activities done during the reference week. By school type and number of activities. 2020

Data is not presented where sample size is insufficient.

This table shows the engagement of children enrolled in schools with learning activities in the reference week by school type. For example, in Tamil Nadu, for children enrolled in government schools, 26.5% children did not do any learning activity in the reference week, 29.5% children did one learning activity, 23.1% children did two learning activities, and so on.

Tamil Nadu					
School type	No activity	1 activity	2	3 or more	Total
Govt	26.5	29.5	23.1	20.9	100
Pvt	30.0	22.2	23.0	24.8	100
Govt & Pvt	27.5	27.4	23.1	22.0	100

Telangana					
School type	No activity	1 activity	2	3 or more	Total
Govt	7.0	18.0	25.7	49.3	100
Pvt	19.8	26.9	25.4	27.9	100
Govt & Pvt	12.2	21.6	25.6	40.7	100

Uttar Pradesh					
School type	No activity	1 activity	2	3 or more	Total
Govt	43.4	23.8	20.5	12.3	100
Pvt	35.2	17.9	24.4	22.5	100
Govt & Pvt	39.7	21.1	22.3	16.9	100

Uttarakhand					
School type	No activity	1 activity	2	3 or more	Total
Govt	29.1	25.9	20.6	24.4	100
Pvt	24.0	19.8	21.0	35.2	100
Govt & Pvt	26.8	23.1	20.8	29.4	100

West Bengal					
School type	No activity	1 activity	2	3 or more	Total
Govt	29.0	33.7	28.1	9.2	100
Pvt	21.9	31.4	27.8	18.9	100
Govt & Pvt	28.3	33.5	28.1	10.1	100

SE14: % Enrolled children in contact with schools. By school type and type of contact. 2020

Data is not presented where sample size is insufficient.

Households were asked about contact with teachers during the reference week. If there had been no contact, they were asked if there had been any contact since the lockdown began. This table summarizes what households reported, by school type and nature of contact. For example, in Andhra Pradesh, of children enrolled in government school, 26.7% children's teachers had visited or called the parent/child in the reference week, and 25.6% children or their parents had visited or called the teacher in the reference week. Of those who had no contact during the reference week, 8.9% children/parents and teachers had called or visited each other at least once since the lockdown began to discuss learning materials/activities or child's progress/wellbeing. Similarly, 36.2% children's teachers and parents had contacted each other at least once since the lockdown began for administrative purposes.

Andhra Pradesh

School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	26.7	25.6	8.9	36.2
Pvt	28.3	24.7	10.6	28.4
Govt & Pvt	27.2	25.3	9.4	34.2

Arunachal Pradesh

School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	27.7	24.8	26.4	44.4
Pvt	35.1	26.7	31.0	23.0
Govt & Pvt	31.2	25.7	28.4	34.6

Assam

School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	15.1	11.9	22.7	40.3
Pvt	35.1	28.6	29.7	31.4
Govt & Pvt	21.5	17.3	24.5	37.4

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

SE14: % Enrolled children in contact with schools. By school type and type of contact. 2020

Data is not presented where sample size is insufficient.

Households were asked about contact with teachers during the reference week. If there had been no contact, they were asked if there had been any contact since the lockdown began. This table summarizes what households reported, by school type and nature of contact. For example, in Bihar, of children enrolled in government school, 8.7% children's teachers had visited or called the parent/child in the reference week, and 13.4% children or their parents had visited or called the teacher in the reference week. Of those who had no contact during the reference week, 6.9% children/parents and teachers had called or visited each other at least once since the lockdown began to discuss learning materials/activities or child's progress/wellbeing. Similarly, 18% children's teachers and parents had contacted each other at least once since the lockdown began for administrative purposes.

Bihar				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	8.7	13.4	6.9	18.0
Pvt	26.1	31.0	9.6	14.2
Govt & Pvt	11.7	16.4	7.2	17.4

Chhattisgarh				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	37.1	30.8	37.0	55.0
Pvt	38.8	44.8	30.6	36.9
Govt & Pvt	37.6	35.0	35.2	49.7

Gujarat				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	74.3	53.4	25.7	49.9
Pvt	68.2	63.9	39.6	30.4
Govt & Pvt	73.4	55.0	28.0	47.1

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

SE14: % Enrolled children in contact with schools. By school type and type of contact. 2020

Data is not presented where sample size is insufficient.

Households were asked about contact with teachers during the reference week. If there had been no contact, they were asked if there had been any contact since the lockdown began. This table summarizes what households reported, by school type and nature of contact. For example, in Haryana, of children enrolled in government school, 54.9% children's teachers had visited or called the parent/child in the reference week, and 45.5% children or their parents had visited or called the teacher in the reference week. Of those who had no contact during the reference week, 31.9% children/parents and teachers had called or visited each other at least once since the lockdown began to discuss learning materials/activities or child's progress/wellbeing. Similarly, 41% children's teachers and parents had contacted each other at least once since the lockdown began for administrative purposes.

Haryana				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	54.9	45.5	31.9	41.0
Pvt	54.8	50.0	31.4	35.1
Govt & Pvt	54.9	47.7	31.6	38.1

Himachal Pradesh				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	70.2	62.8	64.0	79.2
Pvt	73.0	70.0	72.8	65.7
Govt & Pvt	71.4	65.9	67.2	74.1

Jammu and Kashmir				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	30.4	31.6	11.7	35.5
Pvt	30.6	36.5	15.3	31.2
Govt & Pvt	30.5	33.7	13.1	33.7

*Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

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SE14: % Enrolled children in contact with schools. By school type and type of contact. 2020

Data is not presented where sample size is insufficient.

Households were asked about contact with teachers during the reference week. If there had been no contact, they were asked if there had been any contact since the lockdown began. This table summarizes what households reported, by school type and nature of contact. For example, in Jharkhand, of children enrolled in government school, 28.6% children's teachers had visited or called the parent/child in the reference week, and 22.9% children or their parents had visited or called the teacher in the reference week. Of those who had no contact during the reference week, 10.4% children/parents and teachers had called or visited each other at least once since the lockdown began to discuss learning materials/activities or child's progress/wellbeing. Similarly, 35.4% children's teachers and parents had contacted each other at least once since the lockdown began for administrative purposes.

Jharkhand				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	28.6	22.9	10.4	35.4
Pvt	25.3	27.8	12.0	18.0
Govt & Pvt	27.8	24.1	10.8	31.5

Karnataka				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	61.0	55.6	23.8	56.6
Pvt	55.6	54.3	25.1	45.5
Govt & Pvt	59.6	55.2	24.1	53.6

Kerala				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	68.8	51.8	76.7	61.0
Pvt	71.0	61.6	76.0	56.0
Govt & Pvt	69.6	55.3	76.4	59.2

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

SE14: % Enrolled children in contact with schools. By school type and type of contact. 2020

Data is not presented where sample size is insufficient.

Households were asked about contact with teachers during the reference week. If there had been no contact, they were asked if there had been any contact since the lockdown began. This table summarizes what households reported, by school type and nature of contact. For example, in Madhya Pradesh, of children enrolled in government school, 50.8% children's teachers had visited or called the parent/child in the reference week, and 44.2% children or their parents had visited or called the teacher in the reference week. Of those who had no contact during the reference week, 32.3% children/parents and teachers had called or visited each other at least once since the lockdown began to discuss learning materials/activities or child's progress/wellbeing. Similarly, 50.9% children's teachers and parents had contacted each other at least once since the lockdown began for administrative purposes.

Madhya Pradesh				
School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each otherat least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	50.8	44.2	32.3	50.9
Pvt	37.5	32.3	33.6	36.4
Govt & Pvt	46.8	40.6	32.8	46.6

Maharashtra				
School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each otherat least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	57.0	50.5	38.1	65.9
Pvt	49.6	47.9	37.2	56.9
Govt & Pvt	54.4	49.6	37.7	62.7

Manipur				
School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each otherat least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	13.2	20.6	16.5	24.5
Pvt	14.2	15.0	32.4	33.0
Govt & Pvt	14.1	15.7	30.4	31.9

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

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SE14: % Enrolled children in contact with schools. By school type and type of contact. 2020

Data is not presented where sample size is insufficient.

Households were asked about contact with teachers during the reference week. If there had been no contact, they were asked if there had been any contact since the lockdown began. This table summarizes what households reported, by school type and nature of contact. For example, in Meghalaya, of children enrolled in government school, 24.9% children's teachers had visited or called the parent/child in the reference week, and 12.1% children or their parents had visited or called the teacher in the reference week. Of those who had no contact during the reference week, 21.9% children/parents and teachers had called or visited each other at least once since the lockdown began to discuss learning materials/activities or child's progress/wellbeing. Similarly, 24.3% children's teachers and parents had contacted each other at least once since the lockdown began for administrative purposes.

Meghalaya				
School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each otherat least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	24.9	12.1	21.9	24.3
Pvt	23.1	26.3	19.5	26.4
Govt & Pvt	23.9	20.2	20.6	25.5

Nagaland				
School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each otherat least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	33.0	38.3	20.7	45.6
Pvt	65.4	67.0	37.1	72.5
Govt & Pvt	54.4	57.3	28.8	63.4

Odisha				
School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each otherat least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	17.4	19.3	21.4	35.9
Pvt	31.8	31.9	27.8	40.1
Govt & Pvt	19.8	21.4	22.2	36.6

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

SE14: % Enrolled children in contact with schools. By school type and type of contact. 2020

Data is not presented where sample size is insufficient.

Households were asked about contact with teachers during the reference week. If there had been no contact, they were asked if there had been any contact since the lockdown began. This table summarizes what households reported, by school type and nature of contact. For example, in Punjab, of children enrolled in government school, 74.9% children's teachers had visited or called the parent/child in the reference week, and 60% children or their parents had visited or called the teacher in the reference week. Of those who had no contact during the reference week, 61.9% children/parents and teachers had called or visited each other at least once since the lockdown began to discuss learning materials/activities or child's progress/wellbeing. Similarly, 74.7% children's teachers and parents had contacted each other at least once since the lockdown began for administrative purposes.

Punjab				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	74.9	60.0	61.9	74.7
Pvt	67.1	60.0	61.4	65.6
Govt & Pvt	71.0	60.0	61.6	70.2

Rajasthan				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	30.0	26.3	23.4	38.5
Pvt	22.5	26.6	25.8	25.7
Govt & Pvt	27.2	26.4	24.3	33.9

Tamil Nadu				
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	39.2	28.7	16.2	45.5
Pvt	45.6	36.6	12.3	16.8
Govt & Pvt	41.0	31.0	15.2	37.3

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

State estimates

SE14: % Enrolled children in contact with schools. By school type and type of contact. 2020

Data is not presented where sample size is insufficient.

Households were asked about contact with teachers during the reference week. If there had been no contact, they were asked if there had been any contact since the lockdown began. This table summarizes what households reported, by school type and nature of contact. For example, in Telangana, of children enrolled in government school, 67.5% children's teachers had visited or called the parent/child in the reference week, and 52.4% children or their parents had visited or called the teacher in the reference week. Of those who had no contact during the reference week, 13.8% children/parents and teachers had called or visited each other at least once since the lockdown began to discuss learning materials/activities or child's progress/wellbeing. Similarly, 45.2% children's teachers and parents had contacted each other at least once since the lockdown began for administrative purposes.

Telangana			
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	67.5	52.4	13.8	45.2
Pvt	43.1	33.0	3.1	28.2
Govt & Pvt	57.6	44.6	7.8	38.3

Uttar Pradesh			
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	24.1	23.6	11.0	30.0
Pvt	28.8	28.2	13.1	18.0
Govt & Pvt	26.3	25.7	11.9	24.6

Uttarakhand			
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	55.4	48.9	46.9	65.0
Pvt	60.6	50.4	39.5	49.3
Govt & Pvt	57.8	49.6	43.7	59.2

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

SE14: % Enrolled children in contact with schools. By school type and type of contact. 2020

Data is not presented where sample size is insufficient.

Households were asked about contact with teachers during the reference week. If there had been no contact, they were asked if there had been any contact since the lockdown began. This table summarizes what households reported, by school type and nature of contact. For example, in West Bengal, of children enrolled in government school, 10.3% children's teachers had visited or called the parent/child in the reference week, and 10.6% children or their parents had visited or called the teacher in the reference week. Of those who had no contact during the reference week, 32.5% children/parents and teachers had called or visited each other at least once since the lockdown began to discuss learning materials/activities or child's progress/wellbeing. Similarly, 43.3% children's teachers and parents had contacted each other at least once since the lockdown began for administrative purposes.

	West Bengal			
	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
School type	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	10.3	10.6	32.5	43.3
Pvt	30.8	30.6	38.8	44.2
Govt & Pvt	12.3	12.6	33.0	43.4

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

ASER 2020 Wave 1 process documents

Training

The ASER survey is conducted in almost every rural district in India, usually with the help of local organizations and institutions like universities, colleges, and non-governmental organizations. However, this year was different. The survey was conducted in most states by Pratham and ASER teams themselves. In the few states, where there is no Pratham presence, it was conducted with the help of local partner organizations or independent local volunteers.

In all, 1,382 internal staff and 132 external volunteers conducted the ASER 2020 Wave 1 phone survey, reaching 584 districts in 26 states and 4 union territories, 52,227 households and 8,963 schools in more than 16,974 villages across India. As in every ASER, for the surveyors to be able to conduct the survey properly, they needed to be trained rigorously.

In the light of COVID-19, ASER 2020 survey training was conducted virtually for the first time, with surveyors participating in training from their homes in different locations across the country. Various new methods were employed to make the training as comprehensive and effective as a regular in-person training. The ASER training process was designed to give surveyors the skills needed to conduct a phone survey including managing calling lists and tracking repeat attempts to phone numbers that did not connect in the first instance, introducing themselves and the survey to the respondent, explaining the objectives and importance of the data being collected in this survey, asking survey questions clearly and precisely, recording information over a phone call, and entering this information accurately in the survey application.

ASER survey trainings followed a two-tier model that consisted of:

National training:
ASER central team trained all ASER state teams and selected Pratham team members who would conduct survey process trainings at the state level

State level training:
Surveyors from Pratham teams and external partner organizations and local volunteers were trained state-wise
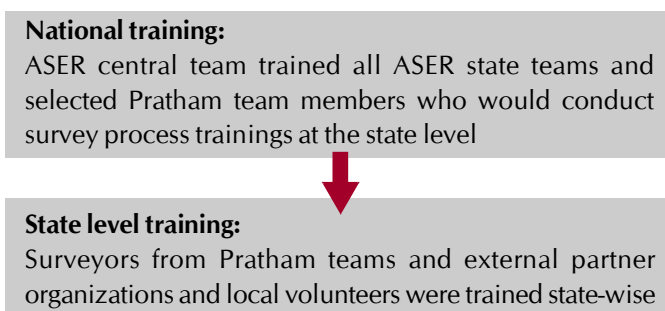
Standardization in training and survey is extremely important in order to ensure that the data collected is reliable and valid across districts and states. For this purpose, the guidelines and instructions for the training delivered were clear and consistent across tiers, so that each participant was able to conduct the survey accurately following the same protocols.

Tier I: National training:

The ASER 2020 survey began with a 6-day national training from 2 to 7 September. Conducted over Zoom, an online meeting platform, the training comprised 140 participants drawn from the ASER central team, ASER state teams from across the country, selected Pratham team members, and external guests. The main objective was to thoroughly train state teams on all survey formats and processes, so that they could deliver the training at the state level. Participants attended 5 days of virtual classroom sessions (about 4 hours per day) and a half day was dedicated to making pilot phone calls. 1-2 days of mock training sessions were held additionally to prepare trainers in their delivery of content.

Key aspects of the national training included:

- **Virtual classroom sessions:** These were designed to provide a theoretical understanding of the survey process, quality control processes, sampling for the survey, etc. Presentations, role plays, and energizers were used to make the virtual classroom sessions effective and engaging. To ensure that there was a more participative learning environment, role-play sessions were held in breakout rooms with 7-8 participants in each room so that every participant got a chance to practice the administration of the survey questionnaire.

- **Pilot calls:** Each participant was assigned a few household numbers to practice calling actual respondents. These pilot calls were extremely useful for the participants to get hands-on experience of doing the phone survey.

- **Quiz:** A quiz was administered in order to ensure that every participant understood the survey content and the quality control processes thoroughly. Additional sessions were organised to clarify doubts. The quiz was conducted in an online format, enabling prompt sharing of results and clarification of doubts.

- **Mock training**: Mock training sessions gauged participants' ability to train on the survey process and assisted them in improving the quality of training. Participants were allotted topics to train on and were assessed by experienced Pratham/ASER master trainers. Personalized feedback was given to each participant.

- **State planning:** Survey roll-out plans for each state were finalised, including the shortlisting of surveyors, district allocation to managers, plans for state level trainings, timelines for execution of the survey, and detailed budgeting, among others.

Tier II: State level training:

State level trainings spanned 3-4 days. 128 Pratham/ASER members trained 1,386 surveyors on how to conduct the phone survey. Like national training, key elements of the state level trainings included virtual classroom sessions, pilot calls and a quiz. Surveyors who scored low on the quiz or did not show a good performance during the role play sessions were replaced, re-trained or provided additional support during the survey. It was mandatory for all participants to be present on all days of the training.

Monitoring of trainings:

Specific steps were taken to ensure that the key aspects of training were implemented across all state level training sessions:

- State level training sessions were attended and monitored by the head of the Pratham programs in the state as well as members of the ASER central team.

- Records were maintained for each surveyor. These records contained attendance for each day of training, quiz marks, and role play performance. The data in this sheet was used to select surveyors for monitoring and recheck.

Survey Process

Getting ready for the survey

The surveyor should keep all essential items (phone, earphones, drinking water, formats, stationery, phone charger) ready before making the calls. She must practice and revise the introduction to be given to the respondent before making the calls. It is important that she check all numbers to be called for the day in the call log sheets, keep all survey formats ready, and as far as possible, sit in a quiet place with good network connectivity before starting calls.

1. Household survey

This section describes the household survey process.

• What to do when calling a household

Purpose: Surveyor introduces herself to the respondent, explains the rationale behind the household survey and how the data will be used.

Introducing oneself on the call: Conducting a survey over the phone where neither party can see the other is difficult, and everyone is apprehensive of cold calls - the purpose behind them, how the surveyor got the number, what will be done with the personal information, why one should cooperate, etc. It is important to explain these things on each call in a standardized manner:

- Who the surveyor/organization is
- How we got the respondent's number
- Why we are calling
- How we will use the information collected
- How we will keep their identity confidential.

The answers to these questions form a part of the introduction script. Surveyor uses the introduction script to introduce herself, the organization and the survey; and to confirm that the correct person has been called by confirming the village, block and district where they live.

Confirming the location: The call log sheets list the sampled households with their village, block, and district locations, which were recorded during ASER 2018. The first step after the surveyor explains where she is calling from once the call connects is to confirm whether the recorded location is correct. For this, she asks the respondent: "Are you staying in ____ village of_____ block in ____ district?". If the respondent identifies the location as correct, then the conversation is continued.

Introduction script, rationale and usage: Once the location is confirmed as correct, the surveyor clarifies how she got the respondent's number referring to two other surveyors who must have visited the household two years ago to conduct the ASER 2018 survey. While explaining the rationale for calling/purpose of the survey, she emphasizes the following points:

- Children's learning has been affected since schools closed due to the pandemic
- It is important to find out how children are learning at home, what support they are receiving from schools/families, and what challenges they face
- The survey is being conducted in 1,00,000 households. The data will be collated and presented, and the respondent's and child's name will be kept confidential
- The data will be useful for various stakeholders trying to support children's learning during the pandemic.

Introduction script

Script to introduce yourself during the household phone survey

Good morning/afternoon/evening! I am calling from an NGO called Pratham which works in children's education. Are you staying in _____ village of_____ block in _____ district?

<If Yes, then ask>

Some of my colleagues came to your house two years ago, in 2018, to conduct a survey on children's education (ASER survey). As you know, ever since the lockdown began in March this year and schools were shut, children's learning has been affected.

We are conducting this phone survey to understand how 5-16-year-old children are studying/learning at home during the lockdown, what support are they receiving from their schools/teachers/parents, what challenges are they facing, etc.

We are conducting this survey all over India in about 1 lac households. We will collate and present data in a report so that the findings can be discussed with all stakeholders and informed policy decisions can be taken.

Please be assured your name or your child's name(s) will not be published anywhere in the report. This information will be completely confidential. I can share the address and phone number of the office with you if you require any further clarifications.

This survey will take about 15-20 minutes. Can we talk now?

<If Yes, start the conversation and ask questions in the same order as listed in the 'Household Survey Sheet'.>
<If No, ask for a new time to call the respondent back.>

<If No, then>
<Thank the respondent and end the call.>

- ## How to fill the household call log sheet

Purpose: To note the call connection status and the survey completion status for each sampled household.

Household call log sheet: The household call log sheet contains the record of calls to be made to all the households assigned to a surveyor. The call log sheet gives the following information for each household: whether the call made was answered, the number of attempts made till the call was answered, and whether the survey was completed. Each row of the household call log sheet contains information for one household. The phone number provided for each household is used to contact the household for the survey. The general information section is pre-filled by the ASER state team and given to each surveyor before the start of the survey. The surveyor checks the household call log sheet at the start of each survey day to identify all the households to be called that day.

Attempts and time slots: The surveyor makes a maximum of three additional attempts to each number that does not connect in the first attempt. This is done to maximize reach in the survey. The attempts are spread across the day. Time slots can be before and after 1 pm. Each new attempt is made in a new time slot. For example, if the first attempt to a school is at 10 am and the call does not connect, the second attempt is made after 1 pm. This increases the chances of the call being answered. The date and time for each new attempt is recorded in the section 'call connection status'.

Call connection status: Call connection status gives information about whether the surveyor could reach a particular household and the reason if she could not. For every call attempt to a household, the call connection status is recorded as per the codes given for each possible situation, along with the date and time when the household was called.

Call connection status		
Code	**Possibility**	**Action to be taken**
1	*Call connected* – someone answers the call	Surveyor continues with the survey
2	*Invalid number* – number does not exist/is temporarily out of order	Surveyor ends the survey. Does not make any more attempts at this number.
3	*Incoming not allowed* – incoming calls have been suspended on a number temporarily or permanently	
4	*Number busy* – includes call waiting	Surveyor makes another attempt in the next assigned time slot
5	*Number not reachable* – phone is out of network coverage area	
6	*Switched off*	
7	*No response* – phone ringing but not answered	

Survey completion status: Survey completion status gives information about whether the surveyor could complete the survey of a household after the call connected and the reasons if not. For every call answered, the survey completion status is recorded as per the codes given for each possible situation.

Survey completion status		
Code	Possibility	Action to be taken
1	*Survey completed* - the whole questionnaire was administered and answered by the respondent	Not applicable
2	*Refused to participate* - respondent does not want to be part of the survey	Surveyor ends the survey
3	*Incorrect village/district* - respondent has never lived in such a village/has relocated to a new place	
4	*Left survey midway* - respondent answers a few questions but does not want to answer the rest, and ends the call	
5	*Call dropped* – call cuts mid-survey due to network/other issues	Surveyor calls again immediately; if no connection is made, then she will make a new attempt in the next assigned time slot
6	*Asked to reschedule* – respondent is busy and asks to call back at another time	Surveyor calls back at their preferred time and date

- *Case: Incorrect village/district:* In case the respondent does not know this location and says she has never lived in such a place, then such a household is recorded as 'incorrect village/district' with code 3 in survey completion status in the household call log sheet. In such a scenario, the surveyor thanks the respondent for their time and ends the survey.

- *Case: Refusal to participate:* Even after explaining rationale and usage, some respondents may not want to participate in the survey. In this case the surveyor:
  - Does not give up immediately
  - Acknowledges participants' concerns and emphasizes complete confidentiality
  - Reiterates the importance of this data in spreading awareness about the condition of children's learning in the pandemic.

If the respondent still does not want to participate, then the surveyor records such a household as 'refused to participate' with code 2 in survey completion status in the household call log sheet, thanks the respondent and ends the call. No further attempts to this number are made.

- *Case: Rescheduling the call:* In some cases, the respondent may be busy when called and may request a call back at some other time. In such situations, the surveyor explains that the survey will take only 10-15 minutes and requests them to spare the time if possible. If the respondent still asks to call some other time, then the surveyor makes a note of this in survey completion status and also records the next preferred date and time at which the respondent is to be called back under the next attempt in the call connection status of the household call log sheet.

- *Other cases:*
  - No child age 5-16 years in the household: The surveyor asks and records only Q1 and Q2 from the household survey sheet (Section A), marks 'survey completed' in survey completion status in the household call log sheet and ends the call.
  - A child answers the call: The surveyor asks the child to let her speak to an adult in the household. If an adult is not available, she asks the child for a time when they will be home. The surveyor records this situation as 'Asked to reschedule' under survey completion status and notes the time and date when the adult will be home for the next attempt in call connection status. The surveyor then calls back in the new time slot noted by her and attempts to do the survey with the adult for that household.

ASER 2020: Household Call Log Sheet

This sheet is a record of all the households you have called, including those where the call did not connect.

Caller Name: Anita Pal Caller ID: WB004 State: West Bengal

Call connection status (write appropriate code)
1- Call connected
2- Invalid number
3- Incoming not allowed
4- Number busy
5- Number not reachable
6- Switched off
7- No response

If call connected, survey completion status (write appropriate code)
1- Survey completed
2- Refused to participate
3- Incorrect village/district
4- Left survey midway
5- Call dropped
6- Asked to reschedule (Write time for the next call)

HH No.	HH ID	District	Block	Village	Phone no.	Name of respondent	A1 Date	A1 Start time	A1 Call conn. status	A2 Date	A2 Start time	A2 Call conn. status	A3 Date	A3 Start time	A3 Call conn. status	A4 Date	A4 Start time	A4 Call conn. status	Completion Attempt 1	Completion Attempt 2	Completion Attempt 3	Completion Attempt 4
1	678450	Hooghly	Arambag	Ranipur	7579xxxxxx	Rakhi Sen	10/09	11:30	4	10/09	03:40	1								2		
2	678451	Hooghly	Arambag	Jethua	6592xxxxxx	Biplab Ghosh	10/09	11:32	1										1			
3	678452	Hooghly	Arambag	Tala	8370xxxxxx	Rama Sanyal	10/09	12:40	2													
4	678453	Hooghly	Arambag	Sonamukhi	7402xxxxxx	Probir Ray	10/09	12:41	6	10/09	04:33	3										
5	678454	Hooghly	Goghat	Rokhlmganj	6665xxxxxx	Shantilata	10/09	12:45	1	10/09	06:30	1							6	1		
6	678455	Hooghly	Goghat	Pansher	7986xxxxxx	Nabarun	11/09	11:15	7	11/09	04:00	7	12/09	03:15	7	13/09	05:00	7				
7																						
8																						
9																						
10																						
11																						
12																						
13																						
14																						
15																						

• How to record information in the household survey sheet

Purpose: To collect information about children's access to and engagement with learning materials and activities from home; availability of infrastructure such as TV, radio, smartphones, mobile phones, etc. to facilitate this access; support from parents and/or teachers to facilitate learning; and challenges faced by parents/children in this process.

Surveyors keep the following in mind while conducting the survey:

- Read all questions as they are written in the household survey sheet

- Include only those children in the age group of 5-16 who eat from the same kitchen as the respondent

- If no adult is at home, a child aged 14 or above can be the respondent

- Ask the respondent whether the children being surveyed are nearby. If they are, ask to have the child sit with the respondent while they answer the questions. In case the respondent is unsure of any answer, they can quickly ask the child. This is only to make sure that the information provided is correct as far as possible

- Use the full phrase "since the lockdown began in March 2020" for each question where it is mentioned as such

- Note the time period carefully as "since the lockdown began" or "in the last week" while asking different questions

- For questions not applicable to a child, leave the answer option blank

- See the instructions to read out or not read out the answer options carefully in each question.

Sample information: In the first section in the household survey sheet, the surveyor enters the following sample details carefully from the household call log sheet: the state, district, block and village the household is in, contact information for the household, as well as the respondent's name.

Before starting the survey, the surveyor confirms that the respondent can provide information for children's learning; if not, she requests him/her to give the phone to someone who can.

Section A: Household information: This section captures general information about the sampled household with reference to the number of members in the household, number of children in the age group of 5-16 (if any), and whether any of those children migrated back to this sampled household because of the lockdown.

Section B: Child's information: This section contains name, age, sex, and enrollment for every child in the household who eats from the respondent's kitchen and is in the 5-16 age group.

Section C: Information for enrolled children: This section collects information about those children who are currently enrolled in an educational institution in more detail. It comprises questions on the child's current grade, type of school she is enrolled in, whether she was promoted in this year, and if the child has changed the type of institution she used to attend this year and the reason for the same.

Section D: Not enrolled children: This section collects information about those children who are currently not enrolled in any type of school as they either never enrolled or have dropped out.

Section E: Dropout children: This section collects information pertaining to those children who have dropped out of school in more detail. It comprises questions on the year the child dropped out, and if the child dropped out this year, then the reason for the same. Children awaiting admission to a new grade/school are counted as 'drop out' for this survey. The reason for dropping out in this case is recorded as 'awaiting admission'.

Section F: Tuition: This section collects information on paid academic tuition (no classes on dance, music, sports, etc.) being taken by children aged 5-16, regardless of their enrollment status. Tuition includes both online and in-person tuition. If a child has temporarily stopped going to tuition or has irregular attendance because of being in a containment zone, etc. but has paid the fees, then it is included as taking tuition. The section also captures changes in children's tuition since the lockdown began in March 2020.

Section G: Parents' information: This section records name, age and education level of the parent(s) living with the child.

- If one or both parents have died or do not live with the child regularly, or if the child lives at some relative's house/ boarding school away from parents, then parents' information is not recorded.

- If the child lives with their step-parents, their information is included in this section.

- Highest education level for a parent that is the grade/degree which they have successfully completed is recorded. For example, if a parent dropped out in the 2nd year of their bachelor's degree, their highest education level is 1st year of graduation.

Section H: Respondent's information: This section notes down the relationship between the respondent and the children in the household they are giving information for.

Section I: Support at home: This section looks at whether children receive any support in learning from different members of the household and who helps most often.

Section J: Smartphone availability: Questions in this section explore the availability of a working smartphone in the household, and whether children in households that do not have a smartphone have access to one through any other means.

Section K: School textbooks: This section looks at whether the children have school textbooks of the grade they are currently enrolled in to study with at home.

Section L: Receipt of learning materials/activities from school: This section captures if the parent/child received any learning materials/activity for the child in the last week from the school teacher and the medium(s) through which the parent/child received it. If the parent/child has not received anything in the last week, then the reasons for the same are recorded.

Section M: Contact between HM/teacher and parents/children: This section captures contact between parent/child and school teacher in the last week to discuss learning materials/activities or the child's wellbeing. Separate questions check whether the initiative to call or visit was taken by the teacher, parent/child or both. If this contact did not happen in the last week, it explores if it happened at all since the lockdown started. This section also captures contact between parent/child and school teacher since the lockdown began to discuss administrative information such as mid-day meal, school reopening, etc.

Section N: Engagement with learning materials/activities: This section captures children's engagement in the last week. It explores whether children did any activity involving the use of school textbooks, worksheets, online learning applications/ websites, TV, radio, etc. These questions are asked for all children aged 5-16 in the household, regardless of their enrollment status. For every activity that the child did, information on who shared the activity with the child is included.

Section O: Challenges faced while studying at home: This section captures challenges being faced by parent/child while studying at home.

Section P: Mid-day meal - Distribution of ration/fund: This section captures if children enrolled in an Anganwadi or government pre-school, or in a government school (Std 1-8) received any funds or ration under the mid-day meal scheme.

Section Q: Household indicators: This section captures other information about household members and household assets:

- If any member has completed Std 12

- TV and radio (in working condition) owned by the household. Radio in smartphones is included

- Motorized 2- or 4-wheeler such as bike, scooter, car, jeep (3-wheeler is not included). Vehicles should be owned by the household and can be used for commercial or personal purposes.

ASER 2020: HOUSEHOLD SURVEY SHEET

State: West Bengal	District: Hooghly	Block: Serampore		Village: Nabagram

HH ID: 6734xxxx	HH phone no.: 8793xxxxxx	Alternative HH phone no.: 7022xxxxxx	Respondent's Name: Naren Khan

Caller ID: WB004	Caller's name: Anita Pal	Caller's phone number: 8854xxxxxx	Date: 10/09/2020	Start time: 02:34

A. Household information			
1. I am surveying people who eat from the same kitchen in a household. Can you tell me the number of people in your household who eat from the same kitchen as you? <write number>	5	If no in Q2, then thank the respondent and end the call. If yes in Q2, then ask: Will you be able to give me information about how children in the household are studying these days? If not, may I speak to someone who will be able to give me this information (Hint: Ask for a parent).
2. Do you have children in the age group 5-16 in your household? <write code: 1- Yes, 2- No>	1	
3. No. of children in the age group 5-16 in the household <write number>	2	
4. Of these, are there any children who have migrated back from other places after the lockdown began in March 2020? <write code: 1- Yes, 2- No>	2	
4a. If yes, then ask: How many children migrated back? <write number>		

Section	Question	Coding		Child 1	Child 2	Child 3	Child 4
B. Child's information	5. Name	Write name		Tina Khatun	Smita Khatun		
	6. Age	Write age <number>		7	12		
	7. Sex	1- Male	2- Female	2	2		
	8. Is the child currently enrolled in Anganwadi/pre-school or school?	1- Yes 2- No		1	2		
C. For children currently enrolled in Anganwadi/preschool or school	9. Has the child been promoted to a new Std this year? (if not sure, probe and urge the respondent to ask the child/another household member)	1- Yes 2- No	99- Don't know	1	99		
	10. Which Std is the child currently enrolled in? (While noting the Std confirm if this is the new Std to which child has been promoted)	Write grade: AW- Anganwadi PP- Pre-primary/LKG/UKG, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		1	6		
	11. Which type of school is the child currently enrolled in?	1- Govt 2- Pvt	3- Madrassa 4- Other	1	1		
	12. Has the child changed her Anganwadi/pre-school or school after the lockdown began in March 2020?	1- Yes 2- No	99- Don't know	2	1		
	12a. If yes, then ask: Which type of school was the child previously enrolled in? (Before the lockdown began in March 2020)	1- Anganwadi/Govt pre-primary 2- Pvt LKG/UKG 3- Govt school	4- Pvt school 5- Madrassa 6- Other		4		
	12b. Why did the child change her Anganwadi/pre-school or school? DO NOT READ out the options. Write one code that applies.	1- Could not afford fees 2- School closed down permanently 3- Other <write> 99- Don't know			1		
D. For not enrolled children	If currently not enrolled in Anganwadi/pre-school or school, then ask all questions except K, L, M, (Q23-28) and P (Q36)						
	13. Did the child drop out or was never enrolled in Anganwadi/pre-school or school?	1- Drop out 2- Never enrolled					
E. For drop out children	14. If the child dropped out, then ask: Which Std did the child drop out in?	Write Std					
	14a. Which year did the child drop out in? (include those awaiting admission in new grade as drop out)	Write year					
	14b. If the child dropped out in 2020, then ask: Why did the child drop out this year?	1- Awaiting admission to new grade or school	2- Other <write> 99 - Don't know				
F. Paid tuition classes (in-person/online)	15. Does the child currently take paid tuition? (Include online tuition)	1- Yes 2- No	99- Don't know	2	1		
	15a. If yes, then ask: Has the child started taking any new paid tuition after the lockdown began in March 2020?	1- Yes 2- No	99- Don't know		1		
	16. Did the child take any paid tuition before the lockdown began in March 2020?	1- Yes 2- No	99- Don't know	2	2		
G. Parent's information	17a. Father's name	Write name		Mintu Khan	Mintu Khan		
	17b. Father's age	Write age		37	37		
	17c. Father's highest qualification	Write qualification	NA- Never enrolled	NA	NA		
	17d. Mother's name	Write name		Sima Khatun	Sima Khatun		
	17e. Mother's age	Write age		35	35		
	17f. Mother's highest qualification	Write qualification	NA- Never enrolled	BA 1st Year	BA 1st Year		

				Child's Name	Tina Khatun	Smita Khatun		
H. Respondent's info	18. How are you related to <child name>? *DO NOT READ out the options. Write one code that applies.*	1- Father 2- Mother 3- Elder brother/sister	4- Uncle 5- Aunt 6- Cousin 7- Other <write>		4	4		
I. Support for the child at home	19. Does anyone help the child in studying at home?	1- Yes 2- No	99- Don't know		1	1		
	19a. If yes, then ask: Who helps the child MOST often? *DO NOT READ out the options. Write one code that applies.*	1- Father 2- Mother 3- Elder brother/sister	4- Uncle 5- Aunt 6- Cousin 7- Other <write>		2	2		
J. Smartphones in the household	20. Is there a working smartphone in the household? (Apply kitchen rule)	1- Yes 2- No	99- Don't know			1		
	20a. If yes, then ask: How many working smartphones are there in the household?	1- One smartphone 2- Two smartphones	3- Three or more smartphones 99- Don't know			1		
	21. Did you/child's parent buy a phone for children's education after the lockdown began in March 2020?	1- Yes 2- No	99- Don't know		1	2		
	21a. If yes (bought a phone), then ask: Did you buy a regular phone or a smartphone? *DO NOT READ out the options. Write all the codes that apply.*	1- Regular phone 2- Smartphone	99- Don't know		2			
	22. If no or don't know in Q 20, then ask: Does the child have access to a smartphone, whether owned by somebody else in the household or owned by neighbours or friends? (Household here means outside respondent's kitchen)	1- Yes 2- No 99- Don't know						
K. School textbooks (for enrolled children only)	23. Does the child have the textbooks for the Std she is currently enrolled in?	1- Yes, all subjects 2- Yes, some subjects	3- No 99- Don't know		1	2		
	23a. If yes (for all or some subjects), then ask: Are these textbooks new?	1- All new 2- All old	3- Some new, some old 99- Don't know		2	2		
	23b. Where did the child get the textbooks from? *DO NOT READ out the options. Write all the codes that apply.*	1- Received from school 2- Bought from the market 3- Received from elder brother/sister	4- Other <write> 99- Don't know		3	3		
L. Receiving learning material/activities from school (for enrolled children only)	24. In the last week did the parent/child receive any learning material/activities from the school teacher?	1- Yes 2- No	99- Don't know		2	1		
	24a. If yes, then ask: How has the parent/child received the learning material/activities from the school teacher? *READ OUT the options. Write all the codes that apply.*	1- WhatsApp 2- Telegram 3- SMS 4- Phone call	5- Home visit 6- School visit 7- Other <write>			1, 5		
	24b. If no (not received), then ask: Why did the parent/child not receive any learning material/activities from the school teacher? *DO NOT READ out the options. Write all the codes that apply.*	1- School/teacher not sending anything 2- No internet 3- No smartphone	4- Connectivity issues 5- Other <write> 99- Don't know		1			
M. Contact between school teacher and parents/children (for enrolled children only)	25. In the last week did the school teacher call or visit parent/child to discuss about learning material/activities or the child's progress/well being?	1- Yes 2- No	99- Don't know		2	1		
	26. In the last week did the parent/child call or visit the school teacher to discuss about learning material/activities or child's progress/well being?	1- Yes 2- No	99- Don't know		2	2		
	27. If no or don't know in Q25 and Q26, then ask: Since the lockdown began in March 2020, have the parents/children and the school teacher spoken (on call or visit) to each other even once to discuss learning material/activities or children's progress/well being?	1- Yes 2- No	99- Don't know		2			
	28. Since the lockdown began in March 2020, have the parents/children and the school teacher spoken (on call or visit or SMS/WhatsApp) to each other even once to discuss any administrative information regarding mid-day meal, school reopening, etc.?	1- Yes 2- No	99- Don't know		1	1		
N. Children's engagement with learning material/activities	29. In the last week, did the child do any educational activity using **school textbooks**?	1- Yes 2- No	99- Don't know		2	2		
	29a. If yes, then ask: Who shared this activity? *READ OUT the options and write all the codes that apply.*	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know						

				Child's Name	Tina Khatun	Smita Khatun		
N. Children's engagement with learning material/activities	30. In the last week, did the child do any educational activity using **worksheets**?	1- Yes 2- No	99- Don't know		1	1		
	30a. If yes, then ask: Who shared this activity? *READ OUT the options and write all the codes that apply.*	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know			1	1		
	31. In the last week, did the child do any educational activity using online videos, recorded classes or games found on educational mobile learning apps/websites?	1- Yes 2- No	99- Don't know		2	1		
	31a. If yes, then ask: Who shared this activity? *READ OUT the options and write all the codes that apply.*	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know				1		
	32. In the last week, did the child attend any live online classes such as on Zoom, Google Meet, WebEx etc.?	1- Yes 2- No	99- Don't know		2	2		
	32a. If yes, then ask: Who conducted this activity? *READ OUT the options and write all the codes that apply.*	1- Conducted by school teacher 2- Conducted by any other source such as NGO, etc.	3- Conducted by tuition teacher 4- Other <write> 99 - Don't know					
	33. In the last week, did the child watch any educational programs on TV?	1- Yes 2- No	99- Don't know		1	2		
	33a. If yes, then ask: Who shared this activity? *READ OUT the options and write all the codes that apply.*	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know			2			
	34. In the last week, did the child listen to any educational programs on the radio?	1- Yes 2- No	99- Don't know		2	2		
	34a. If yes, then ask: Who shared this activity? *READ OUT the options and write all the codes that apply.*	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know						
O. Challenges faced by parent/child during remote learning	35. Since the lockdown began in March 2020, has the parent/child faced any challenges while studying at home?	1- Yes 2- No	99- Don't know		1	1		
	35a. If yes, then ask: What kinds of challenges did the parent/child face while studying at home? *DO NOT READ out the options. Write all the codes that apply.*	1- No smartphone 2- Recharge/internet plan issues 3- Connectivity issues/no internet 4- Electricity issues 5- Limited access to smartphone 6- Lack of support from school teacher 7- Lack of supervision at home 8- Unable to operate technology 9- Child is not interested 10- Other <write>			2, 3, 6, 9	2, 3, 6		
P. Mid-day meal (AW/Govt school (1-8))	36. Have you received ration or funds for mid-day meal from the Anganwadi/school in August 2020?	1- Yes 2- No	99- Don't know		2	1		
	36a. If no or don't know, then ask: Have you received ration or fund for mid-day meal from the Anganwadi/school even once since the lockdown began in March 2020?	1- Yes 2- No	99- Don't know		1			
Q. Household indicators	37. Has anyone else completed class 12th in the household? *(Except mother and father of the children)*	1- Yes 2- No	99- Don't know				2	
	38. Is there a working television in the household?	1- Yes 2- No	99- Don't know				1	
	39. Is there a working radio in the household?	1- Yes 2- No	99- Don't know				1	
	40. Is there a motorized 2-wheeler or 4-wheeler in the household?	1- Yes 2- No	99- Don't know				1	

End time: 03:13

2. School survey

A teacher (as far as possible, the head teacher) from one government school with primary sections was called in each village where sampled households were located. This section describes the school survey process.

• What to do when calling a school

Purpose: Surveyor introduces herself to the respondent, explains the rationale behind the school survey and use of these data.

Introducing yourself on the call: *The process to be followed by the surveyor is the same as given in the household survey process.*

Confirming the respondent and location: The call log sheets list the sampled schools with their village, block, district locations, which were recorded during ASER 2018. Additionally, the name and designation of the respondent, and name of the school and school type are also provided. After a call connects, the surveyor explains where she is calling from and confirms whether the respondent and recorded location of the sampled school are correct. For this, she asks the respondent: "Are you _____ a teacher/HM in _____ school in _____village of_____ block in _____ district?" If the respondent identifies the location as correct, then the conversation is continued.

Introduction script, rationale and usage: The process to be followed by the surveyor is the same as given the household survey process.

• How to fill the school call log sheet

Purpose: To note the call connection status of each attempt and the survey completion status of each school.

School call log sheet: The school call log sheet contains a record of calls to be made to all schools assigned to one surveyor. It gives information for each school: whether the call made was answered, number of attempts made till the call was answered, and if the survey was completed. One row of the school call log sheet contains information for one school. The phone number provided for each school is to be used to contact the school for the survey. The general information section is pre-filled by the ASER state team and given to each surveyor before the start of the survey. The surveyor checks the school call log sheet at the start of each survey day to identify all the schools to be called that day.

Attempts and time slots: *The process to be followed by the surveyor is the same as given in the household survey process.*

Call connection status: *The process to record call connection status to be followed by the surveyor is the same as given in the household survey process.*

Survey completion status: The process to record survey completion status followed by the surveyor is the same as given in the household survey process; only two new situations detailed in codes 5 and 6 are added in the school survey.

Introduction script

Script to introduce yourself during the school phone survey

Good morning/afternoon/evening! I am calling from an NGO named Pratham which works in children's education. Are you _____ <name of respondent>, a <teacher/HM> in the government school in _____ village of _____ block in _____ district?

<If Yes, then ask>

Some of my colleagues came to your school two years ago, in 2018, to conduct a survey on children's education (ASER survey). As you know, ever since the lockdown began in March this year and schools were shut, children's learning has been affected.

We are conducting this phone survey to understand how schools are supporting 5-16-year-old children who are studying at home during the lockdown, what materials/activities are being sent, if teachers and parents are in contact with each other, what kinds of challenges teachers are facing etc.

We are conducting this survey all over India in about 16,000 schools. We will collate and present data in a report so that the findings can be discussed with all stakeholders and informed policy decisions can be taken.

Please be assured your name or your school's name will not be published anywhere in the report. This information will be completely confidential. I can share the address and phone number of the office with you if you require any further clarifications.

This survey will take about 10-15 minutes. Can we talk now?

<If Yes, then confirm the designation and type of school and ask questions in the same order as listed in the 'School Survey Sheet'.>
<If No, ask for a good time to call back.>

<If No, then ask>

Were you ever a <teacher/HM> in the government school in _____ village of _____ block in _____ district?

<If Yes, then ask if they have retired or have become an administrator or have been transferred/relocated to another school?>
<If yes, then refer to the procedure explained in the 'School Log Sheet'.>

<If No, (the respondent does not recognize this school/village even after asking the above questions), then>
<Thank the respondent and end the call.>

Survey completion status		
Code	Possibility	Action to be taken
1	*Survey completed* – the whole questionnaire has been administered and answered by the respondent	Not Applicable
2	*Refused to participate* – respondent does not want to be part of the survey	Surveyor ends the survey
3	*Incorrect school/village/district* – respondent does not identify the mentioned school/village/district, i.e., wrong number	
4	*Left survey midway* – respondent answers a few questions but does not want to answer the rest and ends the call	
5	*Retired/on leave/administrator/relocated* – respondent has retired, is on leave, has been promoted to an administrative position, has changed schools or been transferred	Surveyor takes information of another teacher/HM in sample school and conducts the survey with new respondent
6	*Unable to give information (may have redirected)* – respondent cannot give any information about any grade between grade 1-8 of the sample school	
7	*Call dropped* – call cuts mid-survey due to network/other issues	Surveyor calls again immediately; if no connection is made, then she will make a new attempt in the next assigned time slot
8	*Asked to reschedule* – respondent is busy and asks to call back at another time	Surveyor calls back at their preferred time and date

- *Case: Incorrect village/school/district, Refusal to participate, Rescheduling the call:* The process to be followed by the surveyor is the same as given in the household survey process.

- *Case: Retired/on leave/administrator/relocated:* If the respondent has retired/is on leave/has been promoted to any administrative position/has relocated to a new school, the surveyor asks the respondent for the name and number of any other HM/Teacher currently working in the school. If the respondent is able to provide the information, the surveyor completes the survey with this new respondent. If the respondent is not able to provide the alternate contact information, the surveyor ends the survey for this school.

- *Case: Unable to give information:* If the respondent says that they cannot give any information about any grade between Std 1-8 in the sampled school, then the surveyor asks the respondent for the name and number of any other HM/Teacher currently working in the school who will be able to answer our questions. If the new respondent is able to provide the information, the surveyor completes the survey with this new respondent. If the original respondent is not able to provide the alternate contact information, the surveyor ends the survey for this school.

ASER 2020: School Call Log Sheet

This sheet is a record of all the schools you have called, including those where the call did not connect.

Caller name: Rahul **Caller ID:** PB205 **State:** Punjab

Call connection status (write appropriate code)
1- Call connected
2- Invalid number
3- Incoming not allowed
4- Number busy
5- Number not reachable
6- Switched off
7- No response

If call connected, survey completion status (write appropriate code)
1- Survey completed
2- Refused to participate
3- Incorrect school/village/district
4- Left survey midway
5- Retired/On leave/ Administrator/ Relocated
6- Unable to give info (may have redirected)
7- Call dropped
8- Asked to reschedule (Write time for next call)

Sch No.	School ID	District	Block	Village	Type of school (Std 1-4/5 or Std 1-6/7/8 or Others)	Phone no.	Name of respondent	Designation (HM/Teacher)	Attempt 1 Date	Attempt 1 Start time	Attempt 1 Call connection status	Attempt 2 Date	Attempt 2 Start time	Attempt 2 Call connection status	Attempt 3 Date	Attempt 3 Start time	Attempt 3 Call connection status	Attempt 4 Date	Attempt 4 Start time	Attempt 4 Call connection status	Survey Attempt 1	Survey Attempt 2	Survey Attempt 3	Survey Attempt 4
1	PB2600	Ludhiana	Khanna	Libra	Std 1-4/5	98XXXXXXXX	Rita	HM	02/09	09:30	4	02/09	1:00	7	03/09	11:00	1						3	
2	PB2601	Ludhiana	Khanna	Khanna	Std 1-4/5	88XXXXXXXX	Savita	Teacher	02/09	09:45	6	02/09	1:20	1	02/09	6:00						8		
3	PB3015	Ludhiana	Sahnewal	Chunni	Std 1-4/6	97XXXXXXXX	Rahul	HM	02/09	10:00	2													
4	PB3024	Ludhiana	Sahnewal	Wadali	Std 1-4/7	99XXXXXXXX	Pradeep	Teacher	04/09	10:10	1										1			
5	PB2605	Ludhiana	Khanna	Dahera	Std 1-6/7/8	81XXXXXXXX	Nazma	HM	05/09	11:15	1										5			
6	PB3032	Ludhiana	Khanna	Pamaddi	Std 1-6/7/8	79XXXXXXXX	Meenal	HM	06/09	02:00	1										6			
7																								
8																								
9																								
10																								
11																								
12																								

• How to record information in the school survey sheet

Purpose: To collect information on the school's facilitation of children's learning during the COVID-19 lockdown; information on children's enrollment, mobile phones and smartphone access to children/families; teacher orientation/training on remote teaching-learning processes; sharing and discussing materials and activities created by teachers/school as well as central/state government; contact with parents/children; tracking children's progress; community involvement and support in sharing and discussing learning material with parents/children; challenges faced in conducting remote learning activities; distribution of mid-day meals; and preparation for reopening schools are themes explored in the survey.

Surveyors keep the following in mind while conducting the survey:

- Read all questions as they are written in the school survey format

- Include only sampled schools in the school survey

- The sample has a mixture of HMs and teachers as respondents. Hence, the school questionnaire is designed as such that the HM can answer for the teacher and vice versa, if they have the required information. So, the framing is "have you/teacher". Keep this in mind while asking questions and noting responses.

- In the school survey some questions are for the school overall, and some are for a specific grade chosen by the respondent him/herself. While taking answers from the respondent for a particular grade (as specified in the question), keep reminding them about giving information for the chosen grade only

- Use the full phrase "since the lockdown began in March 2020" for each question where it is mentioned

- Note the time period carefully as "since the lockdown began" or "in the last week" while asking different questions

- For questions that are not applicable, leave the answer option blank

- Review the instructions to read out or not read out the answer options carefully in every question.

Sample information: In the first section in the school survey sheet, the surveyor enters the sample details carefully from the school call log sheet: state, district, block, village, school ID, school type, respondent's name, number, and designation. The designation column 'teacher' includes para teachers.

Section A: General information: This section captures general information about the sample school and about the grades the respondent teaches and sends learning materials to. The teacher is asked to select one grade between Std 1-8 for which she can give the most information for to continue the survey. If she cannot give information or a grade or can give information only for Std 9 and above, the surveyor requests her to provide contact information of another HM/teacher who can give this information and ends the survey with this respondent.

Section B: Enrollment and contact with children: This section asks questions about the number of children enrolled in the selected grade, availability of their contact details and the mode of contact with children whose phone numbers are not available.

Section C: Remote learning - Government and school: This section explores if the government has directly shared any learning materials via TV, radio or online broadcast, or the school has received any instructions, notifications, guidelines, or orders from the government to share learning materials with children of the selected grade. It also captures HM/teacher's own initiative to share learning materials/activities with children.

Section D: Training/orientation of HM/teachers: This section captures if the respondent has received any training to share or discuss learning materials with parents/children of the selected grade.

Section E: Learning materials/activities shared with parents/children: This section captures whether the school distributed textbooks (or funds for textbooks) to children of the selected grade, and/or asked them to watch/listen to any TV or radio broadcast of educational programs. It also collects information on whether the respondent shared any materials with parents/children during the last week; the different mediums used to do so; and whether they participated in creating the learning materials.

Section F: Children's engagement with learning materials/activities: This section collects information on the kinds of learning materials/activities which the respondent shared with children, such as textbooks, worksheets, online videos, etc. It also explores which activity the teacher finds most useful.

Section G: Community involvement: This section explores if the school receives help from different community members to share or discuss learning materials/activities with children.

Section H: Learning materials/activities shared even once: This section applies to only those schools where learning materials were not shared in the week before the survey was conducted. It captures if learning materials were shared even once since the lockdown began in March 2020.

Section I: Contact between respondent and parents/children: *This section records information about contact between parents/ children and teachers in the same manner as given in the household survey process.*

Section J: Challenges: This section collects information about the challenges being faced by the respondent in sharing and/or discussing the learning materials/activities with parents/children.

Section K: Mid-day meal ration and funds: This section focuses on the distribution of mid-day meal ration or funds by the school to children of the selected grade. Information for ration and fund is recorded separately.

Section L: Preparations for reopening schools: This section records information about the school's preparation for physically reopening the school for children. Reopening the school for any one or a subset of grades is included. Reopening the school only for teachers is not included.

	ASER 2020: SCHOOL SURVEY SHEET	State: Punjab	District: Ludhiana		Block: Khanna	Village: Libra	
		School Name: Libra Government Primary School			Date: 02/09	Start Time: 11:00 AM	
School ID:	Type of School (tick)	Std 1 to 4/5	Std 1 to 6/7/8	Others	Designation (tick)	HM	Teacher
Caller ID:	PB15	Caller's name:		Riya	Caller's phone number:	98XXXXXXXX	
Respondent's name:	Meena		Respondent's phone number:		89XXXXXXXX		

Section	Question	Coding		Answer
A. General Information	1. Which grade(s) do you teach?	Write all grade(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, NA- Not teaching		**2, 3, 4, 5**
	2. Which grades do you send learning material/activities to?	Write all grade(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, NA- Not teaching		**1, 2, 3**
	3. Which grade can you give the MOST information for? (Request the respondent to select only one grade which they know most about)	Write one grade between 1 to 8: 1, 2, 3, 4, 5, 6, 7, 8, NA - Can't give information		**2**
	If NA - Can't give information in Q3, then request the respondent to share contact details of another teacher/HM of the sample school who can give the information. Thank this respondent and end the survey. If the respondent can give information only for Std 9 or above, then request the respondent to share contact details of another teacher/HM of the sample school who can give the information for Std 1-8. Thank this respondent and end the survey.			
	4. Can you tell me the no. of teachers in this school? (Do not include headmaster in this count)	<Write>	99- Don't know	**5**
	5. How far do you live from the school?	1- Less than 2 km 2- Between 2 and 5 km	3- More than 5 km 4- Another village/city 99- Don't know	**4**

Section B to K will be asked for the grade selected by the respondent

Section	Question	Coding		Answer
B. Enrollment and contact of children enrolled in the selected grade	6. Total number of children enrolled in this grade	<Write number>		**20**
	7. How many children's phone numbers are available with you/teacher for this grade?	1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know	**2**
	8. Are you/teacher able to contact children of this grade whose phone numbers are not available or those children who don't have a phone?	1- Yes 2- No 3- Did not try to contact	4- All children have phone 99- Don't know	**2**
	8a. If yes, then ask: How do you/teacher contact those children of this grade whose phone numbers are not available or those who don't have a phone? DO NOT READ OUT the options. Write all codes that apply.	1- Take neighbours' help 2- Do home visits 3- Taking help of Anganwadi workers 4- Meet in school 5- Other <write>		
	9. How many children of this grade have smartphones in their households?	1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know	**3**
C. Remote learning at Govt and School level	10. Since the lockdown began in March 2020, has the Central or State Govt. shared any learning material/activities for children of this grade via TV or Radio or YouTube?	1- Yes 2- No 99- Don't know		**1**
	11. Since the lockdown began in March 2020, has the school received any Govt. notification/guideline/instruction (oral or written) to share learning material/activities with parents of children of this grade?	1- Yes 2- No 99- Don't know		**1**
	12. Since the lockdown began in March 2020, have you/teacher shared any learning material/activities with ANY children/parents on your own? (Children can be of any grade or school/community in this question)	1- Yes 2- No 99- Don't know		**1**
D. Training/Orientation of HM/teachers	13. Have you/teacher been given any training/orientation to share and/or discuss the learning material/activities with parents/children of this grade and/or track children's progress? (Note: Include both in-person and online trainings/sessions or instructions given in meetings).	1- Yes 2- No 99- Don't know		**2**
	13a. If yes, then ask: What kind of training/orientation have you/teacher received? DO NOT READ OUT the options. Write all codes that apply.	1- Brief instructions in an in-person meeting or over phone/online 2- Series of in-person/online training sessions 3- Enrolled in/completed an online course 4- Other <write>		
E. Sharing learning material/activities with parents/children	14. Has the school distributed textbooks for this grade to the parents/children of this grade?	1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know	**3**
	15. Has the school asked the children of this grade to watch any educational programs on TV?	1- Yes 2- No	99- Don't know	**1**
	16. Has the school asked the children of this grade to listen to any educational programs on the radio?	1- Yes 2- No	99- Don't know	**1**
	17. In the last week, have you/teacher shared any learning material/activities with parents/children of this grade?	1- Yes 2- No	99- Don't know	**1**
	If no or don't know in Q 17, then go to Q 23 in section H. Learning material/activities shared even once			
	17a. If yes, then ask: How did you/teacher share this learning material/activities with parent/children of this grade? READ OUT all the options. Write all codes that apply.	1- WhatsApp 2- Telegram 3- SMS 4- Phone call	5- Home visit 6- School visit 7- Other <write>	**1, 3, 4**
	18. Were you/teacher involved in creating this learning material/activities for children of this grade?	1- Yes 2- No	99- Don't know	**2**
	18a. If yes, then ask: Did you/teacher create the above learning material/activities for children of this grade along with the Govt. or on your own? DO NOT READ OUT the options. Write all codes that apply.	1- Created along with the Govt (at any level: state/district/block/cluster) 2- On my own 3- Other <write>		**2**

Section	Question	Options	Options	Answer
F. Children's engagement with learning material/activities	19a. In the last week, did you/teacher share any learning material/activities involving the use of **school textbooks** with parents/children of this grade?	1- Yes 2- No	99- Don't know	2
	19b. In the last week, did you/teacher share any learning material/activities involving the use of **worksheets** with parents/children of this grade?	1- Yes 2- No	99- Don't know	2
	19c. In the last week, did you/teacher share any learning material/activities involving the **use of online videos, recorded classes, educational games, etc. found on educational mobile learning apps/websites** with parents/children of this grade?	1- Yes 2- No	99- Don't know	1
	19d. In the last week, did you ask children of this grade to do any other educational activity?	1- Yes <write> 2- No	99- Don't know	2
	20. If yes in more than one question from Q 19a to 19d, then ask: Out of all the learning material/activities you shared with parents/children of this grade last week, which one did you find the MOST useful? *READ OUT the options mentioned above and write ONE code that applies.*	1- School textbooks 2- Worksheets	3- Content on educational mobile learning apps/websites 99- Don't know	
	21. Are you/teacher able to regularly track if children of this grade are using the learning material or doing the activities?	1- Yes 2- No	99- Don't know	1
	21a. If yes, then ask: In the last week, how many children of this grade were able to complete the activities sent by you/teacher?	1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know	3
G. Involvement of community	22. Do you/teacher take help from any other member of the village or community to share or discuss learning material/activities with parents/children of this grade?	1- Yes 2- No	99- Don't know	1
	22a. If yes, then ask: Which members of the village or community did you take help from? *READ OUT all the options. Write all codes that apply.*	1- Village head/Ward member 2- NGO/local volunteers 3- Older children	4- Select parents/caregivers 5- Anganwadi workers 6- SMC members 7- Other <write>	3, 7 - Retired school teachers
	If no or don't know in section E in Q 17, then ask Q 23 below:			
H. Learning material/activities shared even once	23. Since the lockdown began in March 2020, have you/teacher shared any learning material/activities with parents/children of this grade even once?	1- Yes 2- No	99- Don't know	
	23a. If yes, then ask: How did you/teacher share this learning material/activities with parent/children of this grade? *READ OUT all the options. Write all codes that apply.*	1- WhatsApp 2- Telegram 3- SMS 4- Phone call	5- Home visit 6- School visit 7- Other <write>	
I. Contact between HM/teacher and parents/children	24. In the last week, did you/teacher call or visit parents/children of this grade to discuss about learning material/activities or children's progress/well being?	1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know	2
	25. In the last week, did the parents/children of this grade call or visit you/teacher to discuss about learning material/activities or children's progress/well being?	1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know	3
	26. If no or don't know in Q 24 and 25, then ask: Since the lockdown began in March 2020, have the parents/children of this grade and you/school teacher spoken (over call or visit) to each other even once to discuss learning material/activities or children's progress/well being?	1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know	
	27. Since the lockdown began in March 2020, have the parents/children of this grade and you/school teacher spoken (over call or visit or SMS/WhatsApp) to each other even once to discuss any administrative information regarding mid-day meal, school reopening, etc.?	1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know	1
J. Challenges faced by HM/teacher during remote learning	28. Are you/teacher facing any challenges in sharing and/or discussing learning material/activities with parents/children of this grade?	1- Yes 2- No	99- Don't know	1
	28a. If yes, then ask: What kinds of challenges are you/teacher facing? *Probe but DO NOT READ OUT the options. Write all codes that apply.*	1- Parent/child unable to operate phone 2- Phone is not available for child's use 3- Connectivity issues/No internet 4- Child is not interested 5- Lack of support/supervision at home 6- Other <write>		3, 5

Section	Question	Options	Options	Ration	Fund
K. Mid-day meal	29. Has the ration and/or fund for mid-day meal been distributed to parents/children of this grade in the month of August 2020?	1- Yes 2- No 3- Have submitted list	99- Don't know	1	2
	29a. If yes, then ask: How many parents/children have received the ration and/or fund?	1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know	1	
	30. If no or don't know in Q 29, then ask: Has the ration and/or fund for mid-day meal been distributed to parents/children of this grade even once since March 2020?	1- Yes 2- No 3- Have submitted list	99- Don't know		2
	30a. If yes, then ask: How many parents/children have received the ration and/or fund?	1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know		
L. Reopening the school	31. Has the school begun any preparations for physically reopening the school for children?	1- Yes 2- No	99- Don't know	1	
	31a. If yes, then ask: What kind of preparations has the school begun? *DO NOT READ OUT the options. Write all codes that apply.*	1- Sanitation/cleaning 2- Other <write>	99- Don't know	2 - Walls are being whitewashed	
End time:					

Quality control

Quality control processes form an integral part of the ASER architecture, and these processes are reviewed and improved each year in order to ensure the credibility of ASER data. For ASER 2020 Wave 1, these processes were laid out for every stage of the survey and were executed by the Pratham/ASER state and central team members.

The quality control processes can be broadly divided into pre-survey quality control processes, internal phone-based processes, and data entry processes.

Pre-survey quality control and phone-based processes

These comprise 'pre-survey quality control', 'monitoring', and 'recheck' activities.

Pre-survey quality control:

During the training, surveyors were evaluated on their attendance and performances in survey process quiz, role play and pilot calls.

Monitoring:

During the survey, quality was controlled via oversight of phone-based activities in all districts while the survey was in progress. One manager managed 15 surveyors. The ASER 2020 monitoring process comprised two kinds of activities:

- **Call tracking sheet:** Pratham/ASER state teams made phone calls to all the surveyors as the survey rolled out in a district. Information regarding the progress of survey activities was collected during the calls and surveyors' doubts were clarified. This helped to provide immediate corrective action and to avoid repetition of mistakes in further calls. Along with this, data entry on a daily basis on the survey mobile application was ensured.

- **Tracking portal:** Pratham/ASER state teams cross-checked the survey progress in the call tracking sheet with that on the portal, and ensured that surveyors were making up to 3 additional attempts to households where the call did not connect in the first instance.

Recheck:

Information collected during the survey was verified at various levels. The following recheck activities were conducted in ASER 2020:

- **Desk recheck:** Pratham/ASER state teams conducted desk recheck of the survey formats filled by the surveyors. Surveyors were divided into two groups and allotted alternate days to send two of their completed formats each day. Pratham/ASER state teams shared prompt feedback with the surveyors in case of errors or omissions.

- **Phone recheck:** Based on the survey formats from desk recheck, households which needed further verification were identified for phone recheck. Additionally, Pratham/ASER state teams randomly selected formats from 2 villages and 3 households and 1 school in each village for phone recheck.

Overall, 40% households and 49% schools surveyed in ASER 2020 were rechecked. At the end of all these layers of quality control checks, households and schools with poor survey quality were either resurveyed or dropped from the data set.

Data entry processes

Data for the survey was recorded in printed survey formats. To compile and then process this data for analysis, it was entered into a mobile application by the surveyors on a daily basis. For each question in the survey, rules and validations were in place to ensure that the data entry was done efficiently.

Annexure

Learning materials shared by state governments, publicly available in September 2020

This table shows the provision of different learning materials by state governments in September 2020, the month when the ASER 2020 phone survey was conducted. These include textbooks (print and online); worksheets (print and online); educational programs on TV and Radio; and online video lessons.

Cells highlighted in pink indicate that the material was available and those highlighted in grey indicate that it was not available. The numbers in each cell indicate the sources of this information, which are listed in the Source reference list (Pg 117).

For example, in Andhra Pradesh, textbooks, worksheets, TV programs and online video lessons were shared with/available for students in September 2020, while radio programs were not available. This information was verified by officials at State Council of Educational Research and Training, Andhra Pradesh (coded as 1 in the Source reference list).

Available   Not available

State	Textbooks (print and online)	Worksheet (print and online)	TV program	Radio program	Online video lessons
Andhra Pradesh	1, 2	1	1	1	1, 3
Arunachal Pradesh	4	5	5	5	5
Assam	6	6	6	6	7, 8, 9
Bihar	10	11	12	11	14, 15, 16
Chhattisgarh	17, 20	18	18	18	19, 21, 22
Gujarat	23	24, 27	25	23	25, 26, 28, 29
Haryana	30, 34, 35	31, 32, 34	32	32	32, 33
Himachal Pradesh	36	37	36	36	38
Jammu	39	39	39	39	40, 41
Kashmir	42	42	42	42	41, 43
Jharkhand	44	44	45	45	46
Kerala	47	48, 51	49	49	50, 52, 53, 54
Karnataka	55	56	56	56	57, 58, 59
Madhya Pradesh	60, 63	61	13	61	62, 64, 65, 66
Maharashtra	67, 71	68	68, 69	68	70, 72, 73
Manipur	74	75	75	76	77, 78, 79
Meghalaya	80	80	80	80	127
Nagaland	81	81	81	81	82, 83
Odisha	84	85	85	85	86, 87, 88, 89, 90
Punjab	91	92	93	93	94, 95, 96
Rajasthan	97, 101	98	98	99	100, 102
Tamil Nadu	102	103	103, 106	103	104, 105, 106
Telangana	107, 108	107	107	107	107,109,110
Tripura	111	112	112	112	112
Uttar Pradesh	113, 115	114, 115	115, 117	115	64, 116, 118, 119
Uttarakhand	120	120	120	120	121, 122
West Bengal	123	124	125	125	126

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